

**IMPROVING STUDENTS' READING COMPREHENSION  
BY USING THINK- PAIR- SHARE (TPS) TECHNIQUE AT THE  
FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 1 METRO  
KIBANG IN THE ACADEMIC YEAR OF 2019/2020**



**A Thesis**

**Submitted in a Partial Fulfillment of  
the Requirements for S-1 Degree**

**By:**

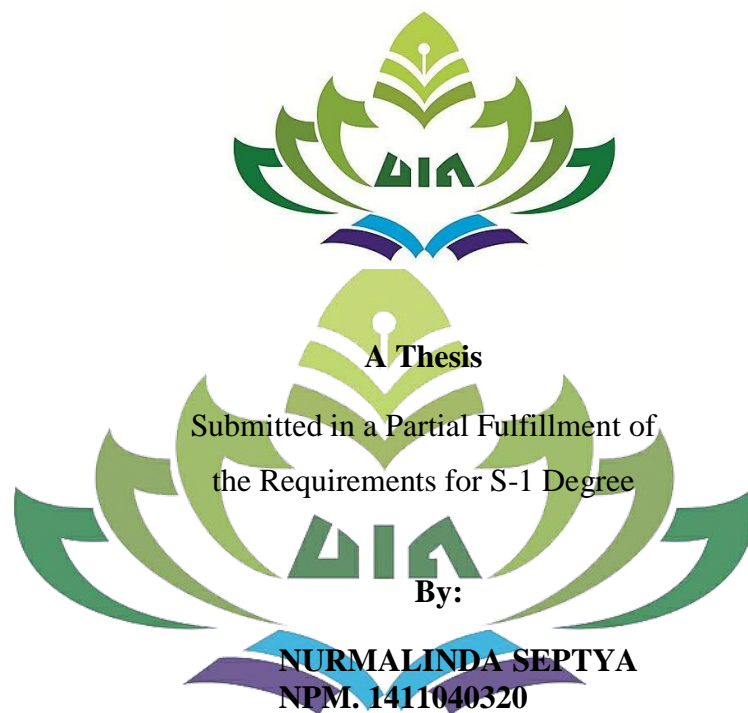
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RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019/1440 H**

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## **ABSTRACT**

### **IMPROVING STUDENTS' READING COMPREHENSIONBY USING THINK- PAIR- SHARE (TPS) TECHNIQUE AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 1 METRO KIBANG IN THE ACADEMIC YEAR OF 2019/2020**

**By: Nurmalinda Septya**

This research about Improving students' reading comprehension by using Think-Pair-Sahre (TPS) technique at the first semseter of the eight grade of SMP N 1 Metro Kibang. It was focused on students' reading and use TPS technique in recount text. The objective of this research is to find out whether there is any improvement of students' reading comprehension after being taught by Think-Pair-Sahre (TPS) technique.

In this research, the researcher used classroom action research as research design that was held in three cycles. The subject of the research was the students of VIII C which consist of 31 students of the eight grade of SMP N 1 Metro Kibang at the first semseter. In this research, the instruments are reading test and observation sheet. The improvement of students' reading is analyzed by comparing of score from each cycle and precentage of high score. The action implemented in this research were applying the TPS technique in reading activity to improve students' reading comprehension. The steps are: Thinking, Pairing, and Sharing

The result shows that the implementation of the TPS technique in this study is succesful to improve the students' reading comprehension. It can be seen from result of each post-test which is improved. Mean scores of the students' test in cycle 1 at first and second meeting were 54.2 and 62.4. Mean scores of students' test in cycle2 at third and fourth meeting were 69.5 and 73.3. Mean scores of students' test in cycle3 at fifth and sixth meeting were 75.5 and 90.3. Indicator of success was 80% of students achieved score >75 in reading test, it means teaching TPS technique improved students' reading skill in recount text.

***Keyword : Reading Comprehension, TPS Technique, Classroom action Research***





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## DECLARATION

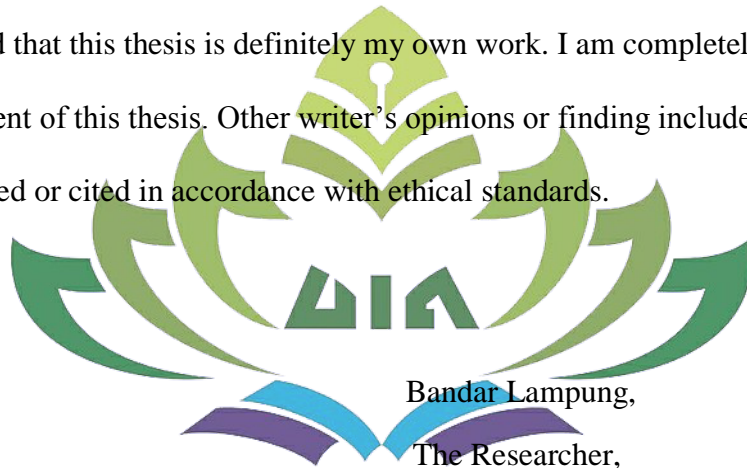
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are quoted or cited in accordance with ethical standards.



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## MOTTO

فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

Then when you taken a decision, put your trust in Allah, Allah love those who put their trust in him.

(Ali-Imran:159)<sup>1</sup>



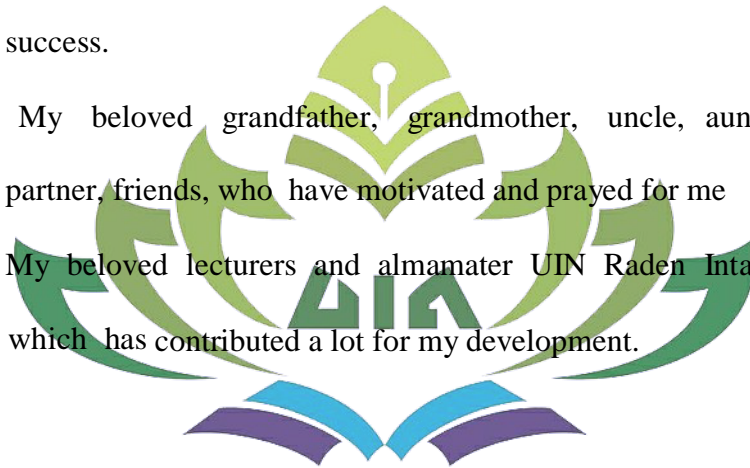
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<sup>1</sup> Departement Agama RI. *Al-Quran Tajwid Dan Terjemahnya*. PT Syamil Cipta Media, 2006. P. 71

## DEDICATION

I would like to dedicate this thesis to:

1. My beloved parents, Mr. Sungkono, M.Pd and Ms. Supriyati, S.Pd who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved Sister Gishyafika Ayu anindita, my brother Dian Alfareza, and Yudi Irawan who always gives me spirit and suggestion for my success.
3. My beloved grandfather, grandmother, uncle, aunt, cousin, my partner, friends, who have motivated and prayed for me
4. My beloved lecturers and almanater UIN Raden Intan Lampung which has contributed a lot for my development.





## **CURRICULUM VITAE**

The researcher's name is Nurmalinda Septya. She was born in Sukadana Baru on September 26<sup>th</sup>, 1996. She is the second child of Mr. Sungkono and Mrs. Supriyati. She has two brothers and one sister . She lives on Jalan Budi Utomo, Rt:14, Rw:03, Margorejo, Metro Selatan, Kota Metro.

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The Researcher realized that she cannot complete this final project without the help of other. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes to give her sincerest gratitude and appreciation to:

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2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung, and my advisor, who has patiently guided and directed her until the completion of this thesis well.
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7. My beloved partner M. Sunandar Alam Mirwansyah, S.Pd , thanks for your biggest motivation and help.
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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar lampung, .....2019

The Researcher

Nurmalinda Septya

NPM.1411040320

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## CHAPTER I

### INTRODUCTION

#### A. Background of the problem

Reading is one activity which cannot be released from our life. We can search some information or knowledge from the printed text. Johnson asserted state that reading is the only one of common obstacle in education success.<sup>1</sup> Reading is an active process in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her read. And then, we are able to gets a lot of information and knowledge based on what we require in our life.

Reading always comes along with comprehension. Patel and Jain state that reading is not only a source of information and a pleasure activity, but as a means of consolidating and extending one's knowledge of the language.<sup>2</sup> By reading students can understand what the writer means enhance their knowledge. It can communicate with other people through written, because reading is an interactive process between language and mind. Harmer states that reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean.<sup>3</sup>

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<sup>1</sup> LouAnne Johnson, *Teaching Outside the Box: How to Grab Your Students By Their Brian* (PT. Indeks, 2009), p.263-264

<sup>2</sup> M. Patel and Praveen M.Jain, *English Language Teaching*, (Jaipur: Sunrise, 2008).p.114

<sup>3</sup> Jeremy Harmer, *How to Teach English An introduction to the Practice of English Language Teaching*, (New York: Longman, 2001) p.70

Reading as one of four language skills is highly for junior high school students, because its skills have to be mastered first than other skills. It is one of the basic skills that the students should master them at the end of their learning process in educational level. It is an essential part in learning language, because reading provides multiple opportunities for students to study language, such as: vocabulary, grammar, punctuation, and the way to construct sentence, paragraph, and texts.<sup>4</sup>

In a fact, teaching students in reading comprehension was not easy things. Based on the preliminary research on September 5<sup>th</sup> 2018 in SMP N 1 Kibang , there were some problems faced by students in reading activities at classroom. For example, the students did not understand about the material in learning reading, and they felt bored in learning process, especially in learning reading. It caused teachers' strategy in teaching reading was not interesting for them. After that, the students' were lack motivation in reading comprehension. The students were lazy to follow the lesson and rare to give attention with teacher explanation. And then, the students also still got difficulty to understand the meaning of the text.

Students were confused when they read the recount text. They cannot got the main point from what they have read. Furthermore, the students have difficulties to found the main point in the text. Most students still have low ability in comprehending reading text. The students just read the text without

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<sup>4</sup> Christina Bratt Paulston and Marry Newton Bruder. *Teaching English as a second language: Technique and procedure* ( Cambridge : Winthrop publisher,Inc,1976),p.157

knowing the main point of the texts. And then, they did not know the mean of the vocabulary in the text, so make the students confused to understand the text.

The result of interviewed from the English teacher sri Mujiati, S.Pd, she said that the students have difficulties in comprehending the English text, it can be seen from students' English reading score in Recount text.<sup>5</sup> It can be describe in the Table 1:

**Table 1**  
**Students' Reading Score in Recount Text at the Eighth Grade of SMP N 1 Kibang, East Lampung in the Academic Year of 2019/2020**

NO	Class	Students' score		Number of Students
		<75	≥75	
1	VII A	24	11	35
2	VII B	22	13	35
3	VII C	23	8	31
4	VII D	19	11	30
5	VII E	22	10	32
6	VII F	19	12	31
<b>Total</b>		<b>128</b>	<b>64</b>	<b>194</b>
<b>Percentage</b>		<b>67%</b>	<b>33%</b>	<b>100%</b>

*Source: Document of Reading Score of the Eighth Grade of SMP N 1 Kibang, East Lampung in the Academic Year of 2019/2020*

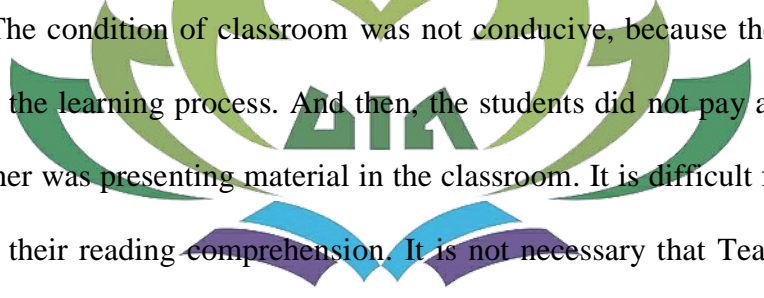
Based on Table 1, we can see that there were 67% of 195 (128 students) got score under the minimum learning mastery (KBM), which were 75. It means that only 33% (64 students) could comprehend the text well. It showed that many students did not get the target score which has been set by their school. The low score of students' reading comprehension showed there was weakness faced by students in learning reading comprehension.

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<sup>5</sup> The teacher interview of SMP N 1 Kibang (East Lampung: An Interview, 2018).



In addition, the factors causing the level of students' reading motivation students' reading skills are the technique that used in the learning process. In this case the teacher did not used specific strategies for teaching reading, but from the result of interview, the teacher actually used Teacher Centered Learning (TCL). The steps of TCL are: The first the students listen about the explanation materials from the teacher. Second, the teacher asks the students to read the text in the book. And the last steps the teacher give assignment for students from the text book. The teachers' strategy in reading comprehension is not interesting enough. In this addition, the classroom teaching process is teacher centered. It becomes the students passive.



The condition of classroom was not conducive, because the students felt bored in the learning process. And then, the students did not pay attention when the teacher was presenting material in the classroom. It is difficult for students to improve their reading comprehension. It is not necessary that Teacher Centered Learning (TCL) is not good technique, because the students just sit and listen about the explanation of the teacher. It makes the students felt bored.

Besides conducting an interview with the teacher, some students also interviewed to know the necessity and the weakness of the students. Students responded that they found difficulties in comprehending reading text. Then, they could not answer the question well.<sup>6</sup> It happened because they do not have enough good knowledge in reading comprehension. In order to minimize the problem, the teacher should take an immediate respond and the teacher should be

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<sup>6</sup> The Eight Grade Student of SMP N 1 Kibang ( East Lampung: An Interview, 2018).

able to apply a certain technique and approach to improve students reading comprehension. And then, the teacher must make them enjoy the teaching and learning process. It can be confirmed that one of the problems the teacher in teaching English and how to make the students' reading active in comprehending the reading materials, because English teachers must enjoy their job. It is will make the lessons more interesting.<sup>7</sup>

One of technique that used to help students' problems in reading comprehension is TPS (Think- Pair- share) technique. TPS is a cooperative discussion technique developed by Frank Lyman. It gets its name from the three stages of student action with emphasis on what students should do at each of those stages.<sup>8</sup> It makes students to work in collaboration with other people, optimizing student participation in learning, and giving an opportunity for all students to show their participation in learning.<sup>9</sup> Ledlow states Think-Pair-Share is low-risk strategy to get many students actively involved in classes of any size.<sup>10</sup> Moreover, Robertson suggested that Think-Pair-Share is a technique designed to enable the students to formulate their individual ideas and share these idea with another student. It is a learning technique that associated with the teacher to encourage students' classroom participation. The Think-Pair-Share technique encourages a high degree of students' response and can helps keep students on task.

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<sup>7</sup> Jeremy Harmer, *Op.Cit.* P.1

<sup>8</sup> Lyman, F, *The Responsive Class Discussion* ( Maryland: University of Maryland,198)

<sup>9</sup> Miftahul huda, *Cooperative learning* (Yogyakarta: Pustaka Pelajar 2014), p.136

<sup>10</sup> Ledlow.S, *Using Think Pair Share in The Collage Classroom*, (New York:Center for Learning and Teaching Excellence,2001) p.1

Based on the meaning above, the researcher concluded that Think-Pair-Share (TPS) was effective to apply in the teaching reading, because it is good technique. It is a learning technique that associated the teacher to encourage students' classroom participation. Certainly it make interest and to make easier the students to learning about the materials.

It is supported by previous research was conducted by Sahrin Sapsuha. He conducted a research in SMA N Sawa which entitled "Think Pair Share (TPS) Technique to Improve Students' Reading Comprehension" of the Eleven Grade Students at SMA N Sawa. He basically focused on improving of this method, especially how the students can solve their problems in reading activities by using this method. The result showed that the TPS strategy was effective used in teaching reading comprehension and students interested to learning reading through Think-Pair-Share (TPS).

The next previous research was conducted by Sri wahyuni which entitled "Using Think-Pair-Share (TPS) method to improve the reading skill on Narrative text". She conducted research in MTSN Kunir Blitar. The result showed that TPS technique is effective to help the students to increase motivation and solidarity. Besides, Think-Pair-Share can improve the criterion of minimum completion (KKM) in reading skill.<sup>11</sup>

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<sup>11</sup> Sri wahyuni, laelatul badriyah, *Using Think-Pair-Share method to improve the reading skill on narrative text of the students' of MTSN kunir Blitar*, 2015



Furthermore, previous research conducted by Fajar Kurniasih which entitled “The Implementation of Think-Pair-Share (TPS) Technique in Teaching Reading Comprehension of the Eleven Grade Students at SMAN 14 Bandar Lampung”. She basically focused on improving of this method, especially how the students can solve their problems in reading activities by using this method. The result showed that the TPS strategy was effective used in teaching reading comprehension in narrative text and students interested to learning reading through Think-Pair-Share (TPS).<sup>12</sup>

There were some different findings among those previous researches with this research. The previous research by Sahrin sapsuha, implemented the technique for senior high school level, meanwhile this research implemented technique for Eighth grade in Junior high school. In addition, the materials of the researchs are different, and the means scores of the improvement are different. The next previous research by Sri Wahyuni, implemented Think-Pair-Share (TPS) technique for teaching Narrative text, while this research implemented Think-Pair-Share (TPS) technique for teaching Recount text. Furthermore previous research by Fajar Kurniasih, implemented Think-Pair-Share (TPS) technique for teaching Narrative text in senior high school while this research implemented Think-Pair-Share (TPS) technique for teaching Recount text in Junior high school.

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<sup>12</sup> Fajar Kurniasih, *The Implementation of Think-Pair-Share (TPS) Technique in Teaching Reading Comprehension*, 2016

Based on those statements, the title that was conducted in this research is: improving students' reading comprehension by using Think-Pair-Share at the first semester of the Eighth Grade of SMP N 1 Kibang, East Lampung in the Academic Year of 2019/2020.

### **B. Identification of the Problem**

Based on those conditions, some problems were identified as follows:

1. The students are lack of motivation in reading comprehension.
2. The teacher technique in reading comprehension is not interesting.
3. The students are lack in reading comprehending recount text.

### **C. Limitation of The Problem**

From the identification above, this research was focused on improving students' reading comprehension recount text by using Think-Pair-Share (TPS) at the first semester of the Eighth grade of SMP N 1 Kibang East Lampung in the Academic Year of 2019/2020.

### **D. Formulation of the Problem**

Based on the identification of the problem above, the problem as follows:

1. How is the process of the Think-Pair-Share (TPS) in teaching and learning reading?
2. What is the situation in the classroom in teaching reading using Think-Pair-Share (TPS) technique?
3. What is the strength and weakness in teaching reading using Think-Pair-Share (TPS) technique?

### **E. Objective of the Research**

1. To know how is the process of the Think-Pair-Share (TPS) in teaching and learning reading.
2. To know what is the situation in the classroom in teaching reading using Think-Pair-Share (TPS) technique.
3. To know what is the strength and weakness in teaching reading using Think-Pair-Share (TPS) technique.

### **F. Uses of the Research**

The following were the uses of the research:

1. Theoretically

This research hopefully will enrich the previous research that focused on the used of TPS technique in teaching reading comprehension.

2. Practically

The advantages of this research are for English teachers and students. It may inform English teacher that TPS technique can be applied as a good technique to improve students' reading comprehension. For students, it may improve students' achievement in comprehending reading text.

### **G. Scope of the Research**

1. Subject of the Research

The subject of the research were the students of the first semester of the Eighth grade of SMP N 1 Kibang East Lampung in Academic year 2019/2020.



## 2. Object of the Research

The object of the research were TPS (Think-Pair-Share) technique and the students' recount text reading comprehension.

## 3. Time of the Research

The research was conducted at the first semester in the academic year 2019/2020.

## 4. Place of the Research

The research was conducted at SMP N 1 Kibang East Lampung on Metro Kibang.



## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### A. Frame of Theory

##### 1. Concept of Reading

There are four language skills in teaching English; they are listening, speaking, reading, and writing. One of important skill that should be mastered in English is reading.

##### a. Definition of Reading

Reading is one of the important skills which are needed by the students from elementary school up to University. According to Grabe in Walter reading is an interactive process. It is dynamic instruction between the writer and the reader in which the reader creates meaning from the text by activating his knowledge and extending it with the new information supplied by the text. In the other words, reading concentrated on the text-reader interaction.<sup>1</sup> Another explanation from Paulston and Bruder states that reading is the individual activity to get information excellent and unless there are contextual constraints on the teaching situation.<sup>2</sup>

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<sup>1</sup> Walter de gruyter, *Current Trends in the Development and Teaching of The Four Language Skills*, (Berlin: Library of Congress Cataloging), p.265

<sup>2</sup> Christina Bratt Jaulston & Mary Newton Bruder, *Teaching English as A second Language Technique and Procedures*. (Massachusetts: Winthrop Publishers, Inc), p.64

In addition, Johnson asserted states that reading is the only one of common obstacle in education success.<sup>3</sup> Reading is an active process in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her read. And then, we can get a lot of information and knowledge based on what we require in our life. Patel and Jain state that reading is not only a source of information and a pleasure activity, but as a means of consolidating and extending one's knowledge of the language.<sup>4</sup> By reading we can understand what the writer means enhance their knowledge. It can communicate with other people through written, because reading is an interactive process between language and mind. Harmer states that reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean.<sup>5</sup>

Furthermore, Bloom and Green in Walter states that reading as a social process focusing on author-readers interaction. This approach to reading is rooted in the belief that readers construct the meaning of the texts within a culture.<sup>6</sup> Besides, Harmer states that reading is not passive skill. To do it successfully, we have to understand what the word mean, we can see the pictures the words are painting, understand the arguments and

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<sup>3</sup> LouAnne Johnson, *Teaching Outside the Box: How to Grab Your Students By Their Brian* (PT.Indeks, 2009), p.263-264

<sup>4</sup> M. Patel and Praveen M.Jain, *English Language Teaching*, (Jaipur:Sunrise,2008).p.114

<sup>5</sup> Jeremy Harmer, *How to Teach English An introduction to the Practice of English Language Teaching*, (New York: Longman,2001) p.70

<sup>6</sup> Ibid, p.266



work out if we agree with them.<sup>77</sup> As a teacher we should be able to develop the students' skill that they can read English texts effectively and efficiently. Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or content that want to share to the reader.

Based on those explanations, it can be concluded that reading is a way to get information from something that was written. It is important process for the students to get the information and comprehend from printed text using eyes and brain to understand what the writer thinks in their read.

#### **b. Definition of Reading Comprehension**

Pang stated that comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.<sup>8</sup> It means that comprehension is process activity to get the meaning from vocabulary that active process. Its mean that when reading the readers unconsciously try to understand the meaning of the text and they also deal with understanding the aim of the text, the readers may be able to make their own inference about the text after reading.

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<sup>77</sup> Jeremy Harmer, *Op.cit*, p.70

<sup>8</sup> Elizabeth Pang, S. Muaka Angaluki, Benbard B. Elizabeth, Kamil,L machel, *Teaching Reading* (Chicago: Internal academy of Education, series 12, 2003) , p.14

There are strategies of the reading comprehension that have been associated with the highest effect sizes for students with learning disability that teach students strategies that promote them to monitor and reflect before, during, and after reading. Klingner said that these strategies ask to students to consider their background knowledge on the topic they are reading, summarize key ideas, and self-question while they read.<sup>9</sup> It means that reading comprehension is important for students and it can give knowledge for students' ability from their comprehension.

From the explanation above, we can conclude that reading comprehension is the reader's ability to take information or message from paragraph or reading text

## 2. Concept of Reading Aspects

Suparman states that there are several aspects of reading comprehension skills that should be mastered by reader to comprehend the text: Main idea, specific information, references, inference, and vocabulary.

### 1) Main idea

Main idea is important information that tells more about the overall idea of paragraph or section of a text. Finding the main idea of a paragraph is one of the most important reading comprehension skills.

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<sup>9</sup> Jannete K. Klingner, Vaughn Sharon, and Boardman Alison, *Teaching Reading Comprehension to students with learning difficulties*, (New York: The Guilford Press 2007),p.5

## 2) Specific information/ Supporting sentences

Specific information or supporting sentences develops the topic sentences by giving definition, examples, facts, comparison, analogy, cause, effect statistics and quotation.

## 3) Reference

Reference is word or phrases either before or after the reference in reading material. They are used to avoid unnecessary repetition of words or phrase. It can give the readers signals to find the meaning of the word in the text.

## 4) Inference

Inference is an educational guessing or prediction about something unknown based on available fact and information.

## 5) Vocabulary

Vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.<sup>10</sup>

## 3. Concept of Teaching Reading

The teaching reading is a process of teaching on which the reader shows and help someone or students to learn how to read well in English to improve student's awareness or reading as a skill. Brown stated that teaching is guiding and facilitation learning enabling the learners to learn,

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<sup>10</sup> Suparman, *Developing Reading Skills and Strategies*, ( Bandung: Alfinio Raya,2012), p.22

and setting the condition for learning. As a teacher, teaching reading for the students is one of greatest passions. Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be as facilitates students' performance this in comprehending text. It can provide students with many opportunities for practice are encouraged in a number of comprehend.

Principles of teaching reading are the principle that can help the students to develop the reading skill successfully. Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles purposed by Harmer. The six principles are;

- a. Suggest students to read as often and as much as possible our knowledge will increase if much new information in mind.
- b. Students need to communicative situation.
- c. Encourage students to respond to the content of a text.
- d. Prediction is a major factor in reading
- e. Match the task to the topic
- f. Good teacher exploit reading to the full.<sup>11</sup>

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<sup>11</sup> Jeremy Harmer, *How to Teach English*, (1<sup>st</sup> edition) (New York: Longman Impression, 1998), p.70-71



Teaching reading is not a stuck activity. Students have to enjoy the learning process. The teacher must know how to increase reading text in classroom, because teaching reading needs more than just reading in the text. Furthermore, Alyousef said that in teaching reading, contemporary reading task, unlike the traditional materials, involves there phase: pre-, while, and post-reading stages.

- 1) Pre-reading, it helps in activating the relevant schema, for example: teacher can ask the students question that arose their interest and activate the students background knowledge while previewing the text.
- 2) While-reading, the aim of while reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge.
- 3) Post-reading includes activities, which enhance learning comprehension using matching exercises, close exercise, cut-up sentences, and comprehension question.<sup>12</sup>

Based on the statement above we can concluded that in teaching reading the teacher should have plan and stages of teaching reading which can make easier in teaching reading process. The students will be more directional in their learning, include pre-reading, while-reading, and post-reading.

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<sup>12</sup> H.S Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners* (New York: Longman Inc.2005), p.149

#### 4. Problems in Teaching Reading

Teaching reading in the classroom is not easy, because there are some problems that must be faced the teacher. There are four factors that are most often responsible for people to comprehend reading materials.

##### 1. Classroom Management

There are some teachers that cannot manage their class in the teaching learning process. There are some factors that come from the condition, time, students or even teacher. It is caused the students is not active in learning process.

##### 2. Knowledge

Knowledge is important factor in teaching reading, the teacher must have a lot of background knowledge. It is the essential in comprehension. Without an appreciation of the meaning of words, it can be no comprehension. Moving beyond the meaning of individual words, domain knowledge is also considered crucial for comprehension.

##### 3. Vocabulary Difficulties

An excessive vocabulary burden forces the reader to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out understanding must suffer.

##### 4. Lack of Pupil interest

It is difficult to some teacher, but the most thoroughly disciplined readers to concentrate on material they dislike or unrelated to their

personal interest. Without thoughtful attention to content comprehension, some material will be underestimated. Lack of interest causes the mind to wander, encourages a dislike for the task and reduces consciousness effort.<sup>13</sup>

## 5. The Students' Difficulties in Reading Comprehension

Many different factors contribute to the cause of students' difficulties in the understanding text. Some of those factors are located within the learner's background, some within the teaching technique, and some within the learner's environment.

### a. Learner's Background

The learner's background means something which comes from the learners themselves. It was related to the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before.

### b. Teaching Technique

The teacher is one of school environmental factors who has the important role to increase students learning achievement. The teacher is a subject in education who has the duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. The teacher also will become the source of learning

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<sup>13</sup> Eddy Kennedy, *The Method of Teaching Development Reading* (Washington: Peacock Publisher, 1991) p.195-197

difficulties if the teacher does not choose the right technique to teach the material. Therefore, the teacher should be careful in choosing the technique to teach because it related to the students' understanding of the material.

c. Learner's Environment

The environment factors also can influence the students in mastering in learning English. Therefore, someone who lives in environment that has reading habits will be supported by their environment indirectly. Without practice and applied it outside school, the students cannot understand English perfectly. In the school and at home are two kinds of learners' environment that can influence their learning English especially in learning reading achievement.<sup>14</sup>

## 6. Concept of Text Genre

Siahaan and Shinoda said that a text is meaningful linguistic unit in a contexts, it is both a spoken text and written text.<sup>15</sup> It means that a text is meaningful linguistic refers to any meaningful spoken or written. Learning English is learning to communicate in the culture of the English text if they want to communicate successfully in English. According to Garot, there several text type in English:

<sup>14</sup> Peter Wood, *Reading and learning difficulties a process of teaching and assessment* (Australia: Acer Press, 2001) p.16

<sup>15</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha ilmu, 2008), p.1



a. Spoof

Spoof is a text to retell an event with humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c. Report

Report is a text to describe the way things are with reference to arrange of natural, man-made and social phenomena in our environment.

d. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

e. News item

News item is a text to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account or amusing incident.

g. Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

#### h. Procedure

Procedure is a text designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps.

#### i. Description

Description text is a text to describe a particular person, place or thing.

#### j. Hortatory Exposition

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

#### k. Explanation



Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

#### l. Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text.

#### m. Reviews


Reviews text is a text to critique an art work or event for a public audience.<sup>16</sup>

### 7. Concept of Recount Text

There are many kinds of texts in English. The text has difference in definition, social function, language feature, generic structure. In this research will be focused on recount text.

#### a. Definition of Recount text

Recount text is a text which retells the action happened in the past. Cahyono said that recount text is retelling past experience in the series of event in detail.<sup>17</sup> It means that recount text is retells



the event that have occurred in the past. Furthermore Anderson said that recount text is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.<sup>18</sup> Its means that recount text is retelling the experience in the past and give information to the reader about the past events.

From the explanation above, it can be concluded that recount text is a text that retell past events, to give information to the readers about the past events.

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<sup>16</sup> Linda Gerot, et.al, *Making Sense of Functional Grammar* ( Cammeray: Antipodean Educational Enterprises, 1995), p.192-205

<sup>17</sup> Bambang Yudi Cahyono, *Teaching English by Using various text type*, (Malang: State university of Malang Press, 2011), p.14


<sup>18</sup> MRK Anderson and Kathy Anderson, *The Types in English 3*, (South Yarra: Macmillan Education Australia PTY LYD, 1998), p.24

b. Social Function of Recount Text

Social function also can be called as purpose. The social function of the recount text is to retell events for the purpose of informing or entertaining.

c. Generic Structure of Recount Text

Recount text consist of orientation which the participant, place, and time, events which describe some events that happened in the past, and reorientation which describe state personal comment of the writer. According to Gerot and Wignell, the structure of recount text consist orientation, events, and re-orientation are:

-  **Orientation** : Provide the setting and introduce participants
- Events** : Tell what happened in what sequence
- Re-orientation:** Optional-closure of event.<sup>19</sup>

Based on those explanations, the recount text has special language feature those are: explains the events what happened and what sequence the events are happened.

## 8. Concept of Cooperative Learning

Cooperative learning stems from the word “cooperation”. Cooperation is working together to accomplish shared goal. Richard said that cooperative learning is group learning activity organized in such a way that learning is based on the socially structured change of information between


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<sup>19</sup> Linda Gerot and Peter Wignell, Op.Cit. p.194



learners in group in which each learner is held accountable for their own learning and motivated to increase the learning of others.<sup>20</sup>

Cooperative learning is unique among the models of teaching because it uses a different goal, task, and reward structure to promote student learning. The cooperative learning task structure requires students to work together on academic task in small groups. The goal and reward structures require interdependent learning and recognize groups as well as individual effort. The cooperative learning model aims at instructional goals beyond academic learning, specifically intergroup acceptance, social and group skills, and cooperative behavior.



Based on the definition above, it can be concluded that cooperative learning is a variety of teaching method in which students work together in groups so that they can exchange the information and motivate one another for a better learning to accomplish shared and common goals.

## 9. Concept of Think- Pair - Share Technique

Think Pair Share is a cooperative learning technique that helps students give meaning to the information they receive.<sup>21</sup> In addition, Kagan says that think pair share technique is a technique that the students think to themselves on the topic provided by the teacher, they pair up with

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<sup>20</sup> Richard C. Jack, 2008 *Approaches and Methods in Language Teaching*. (Cambridge University Press), p.192

<sup>21</sup> Donna E. Walker, *Strategy for Teaching Differently* (California: Corwin Press Inc,1998), p.32

the other students to discuss it, than they share thought with the class.<sup>22</sup> This technique is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitation or discussion needs to be held in the whole group setting, and it has built in procedures for giving students more time to think and to respond and to help each other.

According to Kagan that think pair share is a very powerful frame for sequencing three structures technique that has created by Lyman.<sup>23</sup> It provides students with opportunity to think a few minutes carefully, discuss with the pair and talk about what they learned to the whole of the class. This technique is best to use after introducing students to a new topic. Think pair share allows the teacher to check the students' level of understanding before moving deeper into the subject matter. It also gives students an opportunity to apply what they are learning, thus making your content more meaningful. Finally think pair share provides a safe opportunity for students to make mistakes or answer incorrectly without being penalized by losing points because they did not recognize knowledge gaps in their learning.<sup>24</sup>

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<sup>22</sup> Spencer Kagan, *Cooperative Learning the Structural Approach* (Annual Summer Institute: Kagan Publishing,1990), p.14

<sup>23</sup> Spencer Kagan, *Cooperative Learning* (San Clamente: Kagan Publising,2009), p.148

<sup>24</sup> Adam Barragato, *Think Pair Share and Variations, An Effective Implementation Guide for Active Learning and Assesment* (Faculty Center for Innovative Teaching, Central Michigan University,2015), p.2

Based on the explanation above, it can be concluded that think pair share is a kind of cooperative learning technique for teaching and learning process that can be used by asking the students to work individually to think of the answer to a question posed by the teacher. After that, work in pairing to discuss the answer and finally share what they have been talking about with the whole class.

## **10. The Procedures of Teaching Reading using Think-Pair-Share**

### **(TPS)**

The whole patterns of Think-Pair-Share (TPS) technique are divided into three steps, which are thinking, pairing, and sharing. The steps are can be seen as follow:

- a. The first step is thinking, the teacher give a text and question associated with the lesson in the book and asks students to spend a minute to thinking alone about the answers of text. Students read the text about the question in their book, and they need to be taught that talking not part of thinking time.
- b. The second step is pairing. The teacher asks students to pair to discuss what they have been thinking about their read. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, the teacher allows no more than five minutes for pairing.

- c. The last steps are sharing. In this final step, the teacher asks the pairs to share what they have been talking about with whole class.<sup>25</sup>

According to Kagan, there are five steps in TPS technique, those are:

1. Organizing the students into pairs
2. Posing the topic/ questions
3. Giving time for the students to think
4. Asking the students to discuss with their pairs
5. Calling on some pairs to share their ideas in front of the class.<sup>26</sup>

Based on those explanation above, it can be concluded that in teaching reading using Think-Pair-Share (TPS) technique is divided into three steps:

1. The first step is thinking, the teacher give the topic and question associated with the lesson in the book and asks students to spend a minute to think alone about the answer of the text.
2. The second is pairing, the teacher asks students to pair off and discuss about the topic they have read before.
3. The last steps is sharing, the teacher asks the pair to share the result of their discussion in whole class.

<sup>25</sup> Robert E. Slavin, *Cooperative Learning*, Putri Yolanda, 2012, p.17

<sup>26</sup> Spencer Kagan, *Cooperative Learning* (San Clamente: Kagan Publising, 2009), p.148



## 11. Advantages and Disadvantages of Think-Pair-Share (TPS)

### Technique

Every teaching technique must have advantages and disadvantages. The function of understanding both advantages and disadvantages is to create a good solution, and if it possible, the teacher may find a way to avoid the disadvantages. The case of solving the problem in Think-Pair-Share (TPS) Technique activity may happen if the teacher knows the advantages and disadvantages of this technique. These are the list of advantages and disadvantages of Think-Pair-Share (TPS) Technique.

#### a. Advantages of Think-Pair-Share (TPS) Technique

According to Lyman, Think-Pair-Share(TPS) technique as one of the cooperative language learning models has some advantages. They are as follows:

1. The Think-Pair-Share(TPS) technique is quick and does not take much preparation time.
2. The Think-Pair-Share(TPS)technique makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class.
3. Students have opportunity to learn higher-level thinking skills from their peers,and gain self confidence when reporting idea to the whole class.
4. The ‘pair’ step ensures that no students is left out of the discussion.

5. Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk.
6. Both students and teacher have increased opportunities to think and become involved in group discussion.
7. The Think-Pair-Share(TPS) technique is applicable across all grade levels and class sizes.<sup>27</sup>

**b. Disadvantages of Think-Pair-Share (TPS) Technique**

In spite of the advantages, the Think-Pair-Share(TPS) technique also has some disadvantages, they are as follows:

1. Not all students focus on topic (question), because they can share everything with their partner out of the topic given.
2. There is possibility that the students who have low understanding about the topic given likely cheat to the other pairs.<sup>28</sup>

To anticipate the disadvantages are by giving the students time limitation to do the exercise given by the researcher so there is no chance for them to discuss out of the topic. The second is the researcher must be known the students reading achievement by giving pretest first.

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<sup>27</sup> Lyman, F, *The Responsive Class Discussion* ( Maryland: University of Maryland,1981),p.186

<sup>28</sup> Ibid, p.188

## B. Frame of Thinking

Nowdays, many students in Junior high school is not understnd about reading text. Students feel reading is difficult to comprehend. In other words, students' are lack in reading comprehending text. To comprehend reading text, readers should know the best way how comprehend the text easily without thinking that it must for them to know the whole meaning of the text.

The researcher thought that Think-Pair-Share (TPS) technique can improve the students comprehend reading text. Its mean that the students can use Think-Pair-Share (TPS) as a technique in their reading. By using Think-Pair-Share (TPS) technique can make their reading more active. The students can understand and remember detail of each paragagraph, and answer the questions based on the text since this technique had a goal to get the readers look for the questions based on the text.

Based on the statement that, the researcher belived that Think-Pair-Share (TPS) technique made students interested in learning English text. Practice was very esential to master a skill. In order words, reading comprehension need a lot of practice to master and Think-Pair-Share (TPS) technique helped the students to comprehend the reading text. That was way the researcher assumed Think-Pair-Share (TPS) technique gave detail information that should be found by them in the whole of the text after they read the text and it could also motivate students to read the text.

### **C. Hypothesis**

Based on theoretical assumption, the researcher formulated the hypothesis as follow:

The Think-Pair-Share (TPS) technique can improve students' reading comprehension at the eighth grade in SMP N 1 Metro Kibang in the academic year 2019/2020.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used collaborative action research. According to Harmer, action research is the name which is given to series procedures teachers can engage in, either because they wish to improve aspect of their teaching or because they wish to evaluate the success of certain activities and procedures<sup>1</sup>. It means that, action research is a systematic research that done by researchers to solve problems in order to get better improvement. In this research, the researcher aimed to overcome the problems of teaching and learning process in the class, especially in reading skill. While Mills defines action research as:

Any systematic inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in teaching or learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn.<sup>2</sup>

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language in Teaching*, (New York : Longman, 2003), p.344-345

<sup>2</sup> Geoffrey E Mills, *Action Research: A Guide for the Teacher Research* (New Jersey: Prentice Hall Inc, 2006), p. 6.

Based on the statement above, researcher concluded that action research is the way to get information with the goals of gaining insight and improving students' outcomes and developing positive change in the school from teaching learning process in the class.

Burns states that the purpose of action research is used to know the increasing of learning process by applying some teaching technique. Action research is done to see whether teaching techniques are effective to use for students in learning English or not.<sup>3</sup> Furthermore, Wallen and Fraenkel states that action research is conducted by one or more individuals or groups for the problem or obtaining information in order to inform local practice.<sup>4</sup> It means that, action research is used to know how far the technique in teaching and learning process in class effects to the students.

Furthermore, Wallace states action research is basically a way of reflecting on a teacher's teaching (or teacher-training, or management of an English department, or whatever it is the teacher does in ELT).<sup>5</sup> It means that action research is systematically of collecting data on teacher's practice in dialy life and analyzing about what the teacher's future practice should be.

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<sup>3</sup> Anne Burns. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. (New York: Routledge, 2010), p.2

<sup>4</sup> Fraenkel. Jack R. and Wallen. Norman. *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.589

<sup>5</sup> Michael J Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press 1999). p.4



Meanwhile, Anne Burns suggests the characteristics of action research:

1. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and Improve in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researcher.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes.<sup>6</sup>

Based on those statements, it can be concluded that action research is a systematic research done by teachers, researchers, principals, school counselors, administrator or other educational professionals to solve problems in order to get better improvement.

Definition above refers to the general meaning of action research and the second reflects the meaning of *classroom* action research since it can be understood that the term *practitioners* used refers to teachers who practice and act in classroom. The last, perfectly indicates the action and the practice done by teachers in their own classrooms or issues on how teachers respond to learners' errors, how interaction occurs in classrooms, the feeling of teachers and learners during or after the lessons, and so on.

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<sup>6</sup> Anne Burns, *Op. Cit.* p.30

Penny states that classroom action research is carried out by teachers on phenomena in their own classrooms. It is meant primarily to improve the teacher- researcher's own teaching process and is done based on a cycle of investigation, action and re-investigation by two or more collaborating teachers.<sup>7</sup> In accordance with that Allwright and Bailey, mention that it is the research centers on the classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation.<sup>8</sup> The goal of classroom action research is to improve teacher's own teaching in his own classroom, department, or school.

Based on the definition above, researcher concluded that classroom action research is a method of finding out what works best in own classroom so that teacher can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

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<sup>7</sup> Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

<sup>8</sup> Allwright, Dick. Bailey, Kathleen M. 1991. *Focus On The Language Classroom An Introduction To Classroom Research For Language Teachers*. Cambridge: Cambridge University Press

The purposes of action research in school and classroom fall broadly into five categories Louis;<sup>9</sup>

1. First, it is a mean of remedying problems diagnosed in specific situations, or improving in some way a given set of circumstances.
2. Second, it is a mean of in-service training, thereby equipping the teacher with new skills and methods, sharpening his analytical powers and heightening his self-awareness.
3. Third, it is a mean of injecting additional or innovatory approaches to teaching and learning into an on-going system which normally inhibits innovation and change.
4. Fourth, it is a mean of improving the normally poor communication between the practicing teacher and academic researcher.
5. Fifth, it is a mean of providing a preferable alternative to more subjective approach to problem solving in the classroom.

However, that view action research is counter to its original goals, which to bring about change in social situations as the result of group problem-solving and collaborative. Kemmis and Mc Taggart in Ann Burn suggest that, Collaborative action research is a process strengthen the opportunities for the result of research on

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<sup>9</sup> Louis Cohen, *Research Methods In Education*, ( London: Routledge, 1993), p.171

practice to be feedback into educational system in a more substantial and critical way.<sup>10</sup>

They have advantage of encourage teachers to share common problems and to work cooperatively as a research community to examine their existing assumptions, values and beliefs within the socio-political cultures of the institutions in which they work. Policies and practices within the organization are more likely to be opened up to change when such changes are brought about through group processes and collective pressures. Collaborative action research is potentially more empowering than classroom action research conduct individually as it offers a strong framework for whole-school change.

Burn draw collaborative action research studies which have been undertaken by teachers working within groups rather than by individuals.<sup>11</sup> These case studies and example is use to provide practical guidance to other practitioners interest knowing more about collaborative action research processes of action research. They also aim to strengthen the position of practicing teachers' own voices in the second language literature on action research, voices which provide realistic accounts for other teachers of provide other teacher groups with suggestions about

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<sup>10</sup> Ann Burns, *Collaborative Action Research for English Language Teacher* (New York: Cambridge University press, 1999), pp. 12-14

<sup>11</sup> Ann Burns, *Ibid*, pp.14-15

what is feasible and valuable within the constraints of others classroom pressures.

The advantages of collaborative action research:

1. First, the teachers highlighted the capacity of action research to enable them to engage more closely with their classroom practice as well as to explore the realities they faced in the process of curriculum change.
2. Second, collaboration with other teachers will be as a significant benefit personally and as a key factor in generating solutions to changes in institutional demands.
3. Third, related to the sense of personal and professional growth teachers had experiences.
5. Fourth, increased self-awareness and personal insight is also valued.<sup>12</sup>

Collaborative action research has the capacity to initiate and enhance teachers' research skills as a natural extension of teaching practice. Collaborative action research builds professional learning community with other teachers. In profession generally characterized by practitioner isolation, the research process empowers teachers by reaffirming their professional judgment and enabling them to take steps to make reflection on practice a regular part of everyday teaching.

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<sup>12</sup> Ann Burns, *Ibid*, pp.14-15

In this case, the classroom action research procedure use in this research is Kemmis' design. It is consists of two cycles in which each cycle contain four action components: planning, acting, observing and reflecting.<sup>13</sup> After finishing the first cycle, it would probably be find some new problems or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle which is the same concept as the first cycle. According the explanation above the researcher concluded that a systematic learning process which solve teaching and learning problems in the class.

### **B. Models of the Research**

The model of action research used in this research is the model developed by Kemmis and Taggart in Burns According to them, action research is composed of cycles consisting of four steps namely: planning, action, observation and reflections.<sup>14</sup> It means that, action research is a research that is conducted in some steps to teach reading skills. The research conducted based on Kemmis and McTaggart model as cited in Burns steps of the research were planning, action, observing and reflecting. It can be seen in the following picture:

<sup>13</sup> David Kember, *Action Learning and Action research*, (London: Kogan Page Ltd, 2000),p.24-25

<sup>14</sup> Anne Burns, *Doing Action Research in Language Teaching: A Guide to Practitioners* (London & New York: Routhledge,2010), pp. 7-9.



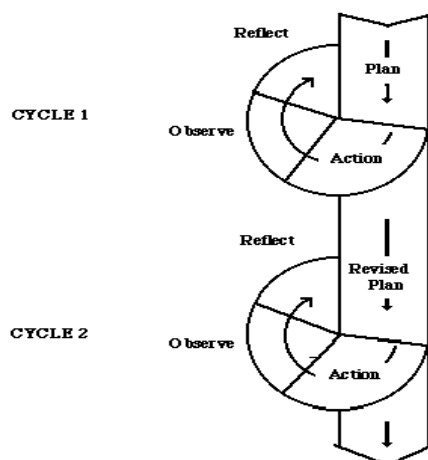


Figure A Cyclical AR model based on Kemmis and McTaggart.<sup>15</sup>

### C. Procedures of Research

In this action research, each procedure took some steps that form one cycle. The procedures of action research in this research as follows:

#### 1. Identifying the problem

The problems were identified first before planning the action. In this step, the researcher identified the problems occurring in the class. The problems refer to the factors causing the students difficult to improve their reading skill. To identify the problem, the researcher observed the teaching learning process and interviews.

#### 2. Implementing the action research

This research conducted in three cycles. Each cycle use Think-Pair-Share (TPS) technique as teaching technique in reading

<sup>15</sup> Anne Burns, *Ibid*, p. 9

activity. According to Kemmis and Mc Taggart, action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: planning, action, observation and reflection. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

a) Planning

In planning phase, the researcher and the teacher share the information. The researcher was identification and diagnoses students’ reading problem occurred in the classroom proven by interviewing the teacher. It cover determine the technique, designing lesson plans, and setting the criteria of success.

In determining the technique, it refers the students’ problem. In this case, the problems of the students were: they were difficult to find the main idea in recount text. Therefore, the researcher thought that by giving them a technique such as Think-Pair-Share (TPS) technique can overcome this problem in reading.

In design the lesson plans, the researcher discussed to make lesson plan by applying the determine technique. Designing lesson plan aimed to provide the teacher with the guideline of teaching and learning activities.

The researcher made the lesson plan based on the recent use syllabus.

b) Action

In this phase, the researcher carried out the plan action.

In this phase the lesson plan that discuss, would be implemented by the researcher. In implementing the action, the researcher acts as the English teacher who taught reading recount text through Think-Pair-Share (TPS) and observes the students' reading activities. Meanwhile, the researcher acts as the collaborator who monitoring and observing that happen in the teaching and learning process. This phase hope was could solve the students' problem.

c) Observation

In the phase, the researcher observed class action research process of learning recount text reading skill by using Think-Pair-Share (TPS). The important aspect in observation is source of data. In this case, as observer to get the data do not involve directly in the classroom activity, but the observer only makes a note during teaching learning process by using instrument.

d) Reflection

The researcher and the English teacher who play a role as observer and collaborator analyzed and evaluated learning process in cycle one. Reflecting phase was the last phase in cycle. The aims of this phase were to reflect the data from the implementation of the action and to know whether the action was successful or not by appropriating the result of first cycle was stratify pointed by reaching the criteria of success so there would not be the next cycle. Meanwhile, if the result of the action does not reach the criteria of success, so the next cycle needs to be done. It should move to the next cycle regarding re- planning, re-acting, and re-observing.

**D. Setting of Research**

The data in this research study was gathering from eighth grade students of SMP Negeri 1 Kibang, East Lampung which consists of 31 students from class VIII C. This setting and students were choosen because the researcher has done an observation in this school that most of the reading problems occur in VIII C class. This research was focused on students' activities in teaching learning in the classroom. The teacher has done teach reading technique through Think-Pair-Share (TPS) technique suitable for students at junior high school. The students of this class were lack

reading comprehending recount text. This factor facilitates the researcher to get close to the students.

#### **E. Subjects of Research**

SMP Negeri 1 Kibang, academic year of 2019/2020, located at Metro Kibang, East Lampung was purposively choosed as a research setting, especially for VIII C class. The numbers of students were 31 students. This class was choosen based on interview with the English Teacher. Based on the interviewed, the teacher said that class VIII C has problems in their reading skill that was explain in background of research.

#### **F. Technique of data Collection**

There were several ways to collected the data, Burn stated that observational and non-observational are techniques that used to collect the data in action research.<sup>16</sup> Observational techniques used in research are research diaries or journals, notes or field notes and photographs. While non- observational techniques used in this research the form of reading tests, interviews, and open-ended questionnaires.

In the other hand, Koshy stated that to collect the data use: questionnaires; interviews; documentary; field diaries and notes; systematic observation. It means that there are many ways to

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<sup>16</sup>Ann Burns, *Collaborative Action Research for English Language Teacher* (Cambridge: University press, 1999), p. 79

collect the data.<sup>17</sup> There are four technique of data collection that apply in this research, they are observation, interview, questionnaire, and test in order to support the data of teaching and learning process.

#### 1. Observation

In this case, the researcher used the unstructure or opened observation to know the occurrences in learning process. It is about the teacher performance during Classroom Action Research (CAR), situation class reading activity, and students response concerning the use of Think-Pair-Share technique. In general, all of the need aspect that should be noticed to make sure that the teaching learning process in line with the lesson plan or not. It use to note finding and improvement during action step in each cycle. The guideline of the filed notes encompassed.

**Table 2.1**  
**Observation Sheet For Teacher activities**

No	Indicators	Explanation
1.	Opening lesson:  1. The teacher open the lesson 2. The teacher asked the students to pray together. 3. The teacher check the attendance list.	

<sup>17</sup> Valsa Koshy, *Action Research for Improving Practice* (London: Paul Chapman Publishing, 2005), p.87

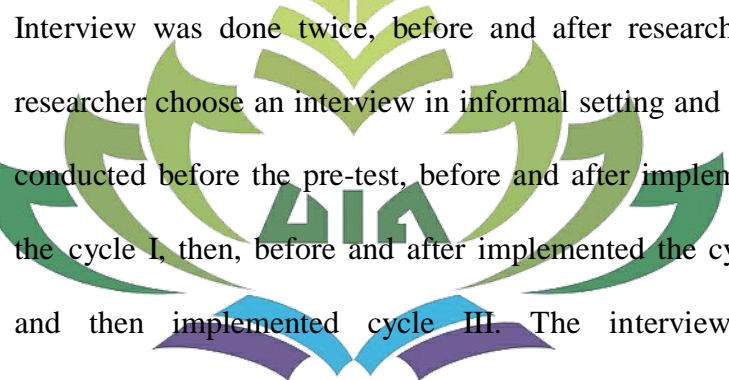


2.	<p>Presenting The Material:</p> <ol style="list-style-type: none"> <li>1. The teacher's material is taught in accordance the purpose of learning.</li> <li>2. The teacher give explanation about the recount text.</li> <li>3. The explanation of material that given by the teacher is easy to understand for students.</li> </ol>	
3.	<p>Managing classroom:</p> <ol style="list-style-type: none"> <li>1. The teacher give the topic and question associated with the lesson and asks students to spend a minute to think about the answer.</li> <li>2. The teacher asks students to pairs and discuss about the topic.</li> <li>3. The teacher guiding students to discuss the topic.</li> <li>4. The teacher make all students Active in discussion.</li> <li>5. The teacher asks the pair to share about the result their discussion in whole class.</li> </ol>	
4.	<p>Using The language well:</p> <ol style="list-style-type: none"> <li>1. The teacher speak English and mix in Bahasa to explain the material.</li> <li>2. Tone of voice canbe captured by all students.</li> </ol>	
5.	<p>Using the media:</p> <ol style="list-style-type: none"> <li>1. The teacher media is interesting and helps students to understand the lesson.</li> </ol>	
6.	<p>Closing the Lesson:</p> <ol style="list-style-type: none"> <li>1. The teacher and the students make a conclusion about the lesson</li> <li>2. The teacher close the lesson.</li> </ol>	

## 2. Questionnaire

Questionnaire is a number of written questions which is used to gain information from respondents about their knowledge, belief, etc. In this research, the researcher as a teacher used the questionnaire to know the students' responses by giving question to the students related with the English teaching and learning process, especially in reading class using Think-Pair-share (TPS) technique.

## 3. Interview



Interview was done twice, before and after research. The researcher choose an interview in informal setting and it was conducted before the pre-test, before and after implemented the cycle I, then, before and after implemented the cycle II and then implemented cycle III. The interview was unstructure and it would allowed the direction of the interview to be determined by the teacher. This kind of interview was actually the most demand. The data from interview were in the form of interview transcripts. The interview are need in order to know the teacher's opinion toward the problem in the reading and implementation of technique, the students' responses and feeling after the implementation.

#### 4. Test

The test used in this research is pre-test and post-test. The pre-test done before implementing Think-Pair-Share technique . It was also measure students reading skill at first. Meanwhile, the post-test was implemented after using Think-Pair-Share technique.

#### G. Indicator of Success

To find out the success of this research, the researcher determined the indicators, which deal with the learning product and the learning process.

##### 1. Learning Product

The target of the learning product based on the improvement of students' reading skill. It means that after applying the Think-Pair-Share (TPS) in teaching learning process, it is hope that the students reading is better than the previous, so if students' reading is better than previous after being implemented by the technique, it means that Think-Pair-Share (TPS) technique was able to improve students' reading skills. In other hand, if the students' score were low, it would be found out why and it was used as a reflection to revise the technique for the next cycle. If the students get improvement 80% of students achieved 75 or more than it assume that teaching reading by using Think-Pair-Share

(TPS) technique can improve students' reading comprehension.<sup>18</sup>

## 2. Learning Process

In the learning process, there were two aspects which become the focused of this research; the students' activities and the teacher performance. The observation of teaching process based on the lesson plan made by the researcher and it based on the model that was being developed and the real uprocess in the classroom. It covered pre-activity, while activity, and post activity. The teachers' performance was measured through structured observation sheet. The resulted of observation sheet became as a consideration whether the model was revised or not. If the students' activity involved in the learning process will be improve and the teaching performance was not good, the researcher found out the problems and tried to find the solution by revising the model so the leaning process could be effective.

The researcher did not specify the target into certain number of percentages but only by looking at into the improvement of students who are actively improved in teaching and learning activities when Think-Pair-Share (TPS) technique will be implementation. From the result of observation sheet

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<sup>18</sup> Suharsimi Arikunto dkk, *Penelitian Tindakan Kelas*, (Jakarta : Bumi Aksara,2006) p.79

later, was reflected to fix the model for the next cycle. If there was improvement of the students' participation and the teacher teaching performance after the model to be fixed, it means that Think-Pair-Share (TPS) technique can make the students active in teaching and learning activities and make the teacher's teaching performance improved. To identify problem is one aspect and to prepare solution in the following cycle. In this research, for reading the standard goal is 75. Therefore, the researcher determined that if 80% of students got score  $\geq 75$ , it assumed that using Think-Pair-Share (TPS) technique in teaching learning improve students' reading skill.

#### **H. Research Instrument**

Arikunto states that research instrument is a device used by the researcher during the data collection.<sup>19</sup>

Research instrument is for gathering the data. Research instruments used by the researcher is as a vehicle to stimulate, elicit, and encourage the students to give their opinions, responses and answers to obtain valid and reliable required data for the investigation. In this study, the researchers used four instruments in collecting data. The instruments are:

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<sup>19</sup> Suharsimi Arikunto, *Op.Cit.* p.149.

## 1. Observation

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.<sup>20</sup> The observation used to decide whether there are any improvements or not and whether the improvements were significant or not. Like McNiff and Follows, devising your own observation schedule may suit your purpose better than off-the-peg version. If you decide to design your own there are certain principles to be taken into account.<sup>21</sup> In this case, as observer to get the data do not involve directly in the classroom activity, but the observer only makes a note during teaching learning process by using instrument as follows:

**Table 3.1**  
**Observation Guideline**

No	Component of Observation	Pointer of Observation
1	Pre-Activity	The teacher greeting the class and open the lesson
		The teacher check attendance the students
		The teacher ask the students about the previous lesson.

<sup>20</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.212

<sup>21</sup> Jean McNiff, Pamela Lomax, Jack Whitehead, *You and Your Action Research Project*. (London and New York: Hyde Publications, 2002), p.94



2	While-Activity	<p>The procedure of teaching reading using Think-Pair-Share:</p> <p>The first step is thinking, the teacher give the text and question associated with the lesson in the book and asks students to spend a minute to thinking alone about the answer</p> <p>The second is pairing, the teacher asks students to pairs and discuss about the result of their discussion.</p> <p>The last step is sharing, the teacher asks the pair to share the result of their discussion in whole class.</p>
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## 2. Questionnaire

Questionnaire is a list of questions used by researcher to get the data from the source directly through a process of communication or to ask questions. The reasearcher give questionnaire to the students in order to know the further opinion and to know the aspect that may influent the students learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the researcher find out that the students' respond toward the teaching learning process.

**Table 3.2**  
**Questionnaire Guideline For Students**

Students difficulties in reading	Indicators	Question
1. Learner's Background	<ul style="list-style-type: none"> <li>• Motivation in reading.</li> <li>• Prior Knowledge.</li> </ul>	1. I like reading text in English. 2. I often reading text in English from the books, articles and from internet.
2. Teaching Technique	<ul style="list-style-type: none"> <li>• Understanding material.</li> <li>• Suitable technique.</li> </ul>	3. I can easily to understanding about the text and the contents of the text. 4. Technique used by the teacher is very interesting and I can easily understanding the lesson.
3. Learners' Environment	<ul style="list-style-type: none"> <li>• Supported the learner environment</li> </ul>	5. I learning English in the school, but I also learning English with my parents at home.

### 3. Interview

Interview was done twice, before and after research. Interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research. Choosing between open and closed interviews would depend on their purpose. The purpose of interview is to evaluation, likely it would be more structured than if it is for the purpose of establishing what sort of situation existed in a context with which the researcher is unfamiliar.

**Table 3.3**  
**Interview Guideline For English Teacher**

Teacher Problems In Teaching Reading	Indicators	Question
1. Classroom Management	•Condition	1. How is the conditions of the students in the classroom? is the book completed? , and how is the condition of infrastructure in this school?
2. Knowledge	•Time	2. How long have you been teaching English?
3. Vocabulary difficulties	•Background Knowledge	3. Can you tell me your experience in teaching English, especially in reading?
4. Lack of Pupil Interest	•Important word.	4. How is the students' vocabulary in the class?
	•Technique used	5. What is technique that you used in teaching reading?

#### 4. Test

In this research, researcher used two tests as follow:

##### 1) Pre-Test.

The Purpose of pre-test is to know how far the students reading comprehending in recount text. The test used in the form is multiple choice. The test consists 40 questions about recount text has done in the first meeting.

## 2) Post-Test

Post-test has done after the researcher applied Think-Pair-Share (TPS) Technique in teaching learning process with the material Recount text. The students working a matter of post-test multiple choice consist 40 question. The purpose of this test is know how far the students reading comprehending recount text by using Think-Pair-Share (TPS) technique.

**Table 3.4**  
**Specification of Reading Test**

No	Aspects	Number of item			Item Number	
		Odd	Even	Total	Odd	Even
1.	Main Idea	3	2	5	13,31, 37	4, 34
2.	Expression/ idiom/Phrase in context	1	2	3	3	16, 30
3.	Inference (implied detail)	2	1	3	1, 35	32
4.	Grammatical features (reference)	4	4	8	9,15, 25,29	8,10, 12,18
5.	Detail (scanning for a specifically stated detail	7	6	13	1,17, 19,21 ,23,2 7,39	14,22, 24,26, 36,38
6.	Excluding fact not written	1	1	2	5	40
7.	Supporting idea	1	1	2	33	6
8.	Vocabulary in context	1	3	4	11	2,20,28
Total		20	20	40	20	20

From the table 3.3 , it can be seen that researcher was have focus on the students comprehension to found the main idea, expression/idiom/phrase in context, inference, grammatical futures, detail, excludng facts, supporting idea, and vocabulary in context. The researcher was have score the students based on the aspect in recount text. There were have 40 questions, 5 questions from idea, 3 question for expression, 3 question for inference, 8 questions for grammatical features, 13 questions for detail, 2 question for excluding facts, 2 question for supporting idea, 4 question for vocabulary in context.

## **I. Technique of Data Analyzing**

After collecting the data, the next step of this research is analyzing the data. The data is analyzed by qualitative and quantitative data analysis.

### **1. Qualitative Data**

Qualitative research focused on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants. The qualitative approach includes a number of different methods, such as ethnography, case study, naturalistic observation, focused interviews, and historical study.<sup>22</sup> The analysis qualitative data is use to measure data from observation, and interview. Analyzing the data related to the students'

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<sup>22</sup>Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education Eighth Edition*, (Canada: Nelson Education, Ltd), p. 39

reading skill. In this research the researcher gathering some documents that is analyzed to get the data, the data collection including of some stages:

a. Observation

In this stage, a researcher has to observed all events or activities during research. The researcher observed the situations in the class during lesson, response and attitude of students when they were given explanation, doing task, and knowing their difficulties. This observation was very important for making analysis on everything that happened in classroom during implementing the reading activity.

b. Questionnaire

The reasearcher give questionnaire to the students in order to know the further opinion and to know the aspect that may influent the students learning process and to confirm the answer given by their teacher

c. Interview

The researcher choosen an interview in informal setting and it was conducted before the pre-test, before and after implemented the cycle I, then, before and after implemented the cycle II and then implemented cycle III. The interview was unstructure



and it would allowed the direction of the interview to be determined by the students. This kind of interview was actually the most demand. The data from interview were in the form of interview transcripts. The interview are need in order to know the teacher's opinion toward the problem in the reading and implementation of technique, the students' responses and feeling after the implementation.

## 2. Quantitative Data

Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data. It can be further classified as experimental and non experimental.<sup>23</sup> Quantitative data used to measure data from the test. Tests were giving to the students four times. There are three cycles and six meeting. There were test every meeting, so the students give worksheet, and then they read about recount text and then, they answer the question about this text was decided by the researcher. In analyzing quantitative data, the researcher used statistic descriptive technique.

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<sup>23</sup> Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Ibid*, p. 39

To know the percentage of students score, the researcher used formula:

$$p = \frac{f}{N} \times 100$$

Notes:

p = percentage

f = frequency

N = total of students<sup>24</sup>



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<sup>24</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2004), p. 43



## CHAPTER IV RESULT AND DISCUSSION

This classroom action research conducted in three cycle. The research was conducted with the collaboration of English teacher of SMP N 1 Metro Kibang. In this research, the researcher became a practitioner who implemented the action in teaching learning process in the classroom and the English teacher was the observer and facilitator who observed in teaching learning process from the beginning until the end of the research.

### A. General Description of Place of Research

#### 1. Brief History SMP N 1 Metro Kibang

SMP N 1 Metro Kibang on Jl. Harapan Margototo kec Metro kibang ,East lampung. The activities of teaching process are done in the morning. The classes begin at the 07.15 AM in the morning and finish at 14.30 AM.

The total number of teachers who teaches in there are 53 teacher, and the total number of the students are 898 students.

The identify of SMP Negeri 1 Metro Kibang:

Name : SMP Negeri 1 Metro Kibang

Address : Jl. Harapan Margototo kec.Metro kibang , East Lampung.

Poss code : 34135

The Building : 1988

#### 2. Condition of Teacher and facilities at SMP N 1 Metro Kibang East Lampung.

SMP N 1 Metro Kibang East Lampung has owned things as show the table below:

**Table 4.1**  
**Data of Teacher at at SMP N 1Metro Kibang East Lampung.**

No	Name of the Teacher	Expertise
1.	Drs.M.Ngadenan, M.M	Head Master
2.	Sri Astuti, S.Kom	Vice Head Master
3.	Ahmad Syaifudin	Staff Administration
4.	Amelia	Staff Administration
5.	Drs. Imam Safingi	Teacher
6.	Ngadino, S.Pd	Teacher
7.	Sri Murni, S.Pd	Teacher
8.	Rumiyati	Teacher
9.	Siswaniatun, S.Pd	Teacher
10.	Agus Priyono, S.Pd	Teacher
11.	Wiji Utami, S.Pd	Teacher
12.	Musi rahmawati, S.Si	Teacher
13.	Sri Hartati, S.Pd	Teacher
14.	Titik Sumiyati, S.Pd	Teacher
15.	T. Mulatsih H, S.Pd	Teacher
16.	Ngatino, Amd	Teacher
17.	Yudi Prasetyo, S.Si	Teacher
18.	Anton Suwardi, S.Pd	Teacher
19.	Sri Mujiyati, S.Ag	Teacher
20.	Suryadi, S.Pd	Teacher
21.	Megaria Susanti, S.Pd	Teacher
22.	Neti Susilawati, S.Pd	Teacher
23.	Ambar Astat, S.Pd	Teacher
24.	Dra. Solecha	Teacher
25.	Sugiyanti, S.Pd	Teacher
26.	Sumarti, S.Pd	Teacher
27.	Nunung Sugandi, S.Pd	Teacher
28.	Erwanda, S.Pd	Teacher
29.	Riady M.Syukuri, S.Pd	Teacher
30.	Hendra Buana	Teacher
31.	Sumanto	Teacher
32.	Rusyanti	Teacher

33.	Dra. Defi yulia	Teacher
34.	Riana, S.Pd	Teacher
35.	A. Hendri C,SP	Teacher
36.	Ayunda Gaetama, Amd	Teacher
37.	Samsul HR, S.Pd	Teacher
38.	Mujikawitri,S,Pd	Teacher
39.	E.A. Dwiantari, S.Pd	Teacher
40.	Susi Sumastri, S.Pd.Ind	Teacher
41.	Sungkowo, S,Pd	Teacher
42.	Marsela Setyati, S.Pd.Ind	Teacher
43.	Sri Astuti, S.Ag	Teacher
44.	Septa Apriana, S.Pd	Teacher
45.	Afni Arifah, S.Pd. I	Teacher
46.	Ira Purnama Sari	Teacher
47.	Dian Permatasari, S.Pd	Teacher
48.	Junia Mantilia	Teacher
49.	Evi Ari Widyawati, S.Pd	Teacher
50.	Eka Rahmawati, S.Pd	Teacher
51.	Fitrianto Dedi Vaika, S.Pd	Teacher
52.	Puji Herwanto, S.Pd	Teacher
53.	Parwono, S.Pd	Teacher

**Table 4.2**

**Data of Facilities at at SMP N 1Metro Kibang East Lampung.**

No	Kinds of Room	Total Number
1.	Headmaster Room	1 (one) unit
2.	Teacher Room	2 (two) unit
3.	Teaching Learning Room	28 (twenty eight) unit
4.	Staff Administration	1 (one) unit
5.	Library Room	1 (one) unit
6.	UKS Room	1 (one) unit



## **B. The Implementation of First Cycle**

Cycle 1 was done at 13<sup>th</sup> of September 2019, at 7.15-08.35 am. This cycle comprised planning, action, observation, and reflection. In this stage researcher did some follows activities:

### **1. Planning**

- a. Preparing material, making lesson plan, and designing the steps in doing the action.
- b. Preparing to teach the students how to comprehend the recount text in an effective way by introducing Think-Pair-Share (TPS) technique.
- c. Preparing sheets of classroom observation to know the situation of teaching learning process when the technique is applied.
- d. Preparing a test.

### **2. Acting**

This stage was done on 13<sup>th</sup> of September 2019. There were two meeting in this cycle. The meeting was held in 2x40 minutes and followed by 35 students. The action focused on implementing Think-Pair-Share (TPS) technique to improve students' reading comprehension. The researcher prepared a lesson plan for two meeting. The activities cover pre-activity, while activity, and post-activity. The stage is as follows:

## 1) The First Meeting

### a. Pre-activity

In pre-activity, the researcher focused on introducing the Think-Pair-Share (TPS) technique to the students. The researcher started the class by saying a prayer, and then checked the students' attendance. The teacher started the teaching with some guided question about materials that will be learn. The teacher asked orally to the students about the last material that given by the teacher.

### b. While-activity

In the begining of while activity, the researcher introduced Think-Pair-Share (TPS) technique for them. The technique was still new for the students. Researcher told the students how they dealt with the technique and explained each step in Think-Pair-Share (TPS) technique. While researcher was explaining the technique, the students listened carefully. When researcher finised explainnng the steps, resesrcher gave a text about holiday to the students and asked the students what is it?, do you like traveling?, can you mention the experience in your holiday?.

The researcher given the explanation about recount text, definiton of recount text, generic sturcture, and the purpose of recount text. Moreover, the end this activity the researcher introduced the topic, the researcher distributed the text to the students. The researcher

asked the students to identify about the text, found information in the text, and analyzed structure of the text. After that, the researcher asked the students to pair with their friend. The students discussed about the text, content of the text, generic structure of the text and to found information about the text. The researcher decided to ask some students who did not understand in doing discussion with their partner about the text. The researcher re-explained how to doing discussion with their partner to get the information of the text. After re-explaining, the researcher gave extra 5 minutes to finish those stages.

The next steps were researcher asked the students to sharing the resulted of their discussion in whole class. For the last, the researcher asked the students to re-read or review what they read to ensure whether they understood about what they read, and to know about the information of the text. After that, the researcher gave the conclusion of the resulted of discussion.

#### c. Post-activity

In post-activity, researcher gave the students the time to ask. In addition, researcher answered the question. the researcher reflected all thing what their have done today. After all things done, the researcher conducted reading test, finnaly researcher closed the meeting.

## 2) Second Meeting

### a. Pre-activity

The action of the cycle was done on September, 13<sup>th</sup> 2019 at 07.15-08.35 am. the research scheme for second meeting in the same class. In this meeting, the lesson begins with reviewing the last meeting. The researcher also explained about recount text, generic structure of recount text and how to get the information of the text. After that, the researcher gave example about recount text. The students paid attention to the researcher when the researcher explained the steps Think-Pair-Share (TPS) in the class.

### b. While-activity

When researcher finished explaining the steps, researcher gave a text about “Lembah Hijau” to the students and asked the students what is it?, who’s been to this place?. The researcher asked the students to identify about the text, found information in the text. After that, the researcher asked the students to pair with their friend. The students discussed about the text, content of the text, generic structure of the text and to found information about the text.

The students participated actively in the class. Some students paid attention, but some of them chat with others. The students looked happy when they showed the picture in the text. They seemed enthusiastic to find their own ideas. Some students were noisy

but active. It showed that the students had an interest to the materials. But, when the researcher divided them into groups, the students were very noisy. It took much time to get them in groups. The researcher decided to ask some students who did not understand in doing discussion with their partner about the text. The researcher re-explained how to doing discussion with their partner about the information of the text.

The next steps were researcher asked the students to sharing the resulted of their discussion in whole class. After that, the researcher gave the conclusion of the resulted of discussion.

d. Post-activity

In post-activity, researcher gave the students the time to ask. In addition, researcher answered the question. The researcher reflected all thing what their have done today. For the last, the researcher asked the students to doing the reading test. Finnaly researcher closed the meeting.

### 3. Observation

After action researcher and collaborator discussed all what happened in the teaching process. The teaching process described as follows:

a) First meeting

In teaching learning process, before distributing the recount text to the students, the teacher introduced Think-Pair-Share (TPS) technique to them. This technique was still new for the students.

The researcher told the students how they dealt with the technique and explained each step in Think-Pair-Share (TPS) technique. While the researcher was explaining this technique, the students listened carefully. After the researcher finished explaining the steps, the researcher gave a text entitled “Traveling” to the students. Then, the researcher distributed the text to the students.

After distributing the text, researcher ask the students to think about the text, next, the researcher asked the students to pair. The researcher asked the students to identify about the text, found information in the text, and analyzed stucture of the text. After that, the researcher asked the students to pair with their friend. The students discussed about the text, content of the text, generic structure of the text and to found information about the text. When the students were discussion, the researcher monitored the students and gave feedback to them.

The teacher was found that some students could do the discussion well. However, there were also some students who did not understand in doing discussion with their partner, but they did not ask the researcher how to deal with the stages of discussion. Here, it was found that when the students had difficulties, they just kept silent and did not to try ask the researcher. The researcher decided to ask some students who did not understand in doing discussion with their partner about the text. The researcher re-



explained how to doing discussion with their partner about the information of the text. After re-explaining, the researcher gave extra 5 minutes to finish those stages.

The next steps were researcher asked the students to sharing the resulted of their discussion in whole class. For the last, the researcher asked the students to re-read or review what they read to ensure whether they understood about what they read, and to know about the information of the text. After that, the researcher gave the conclusion of the resulted of discussion.

#### b) Second Meeting

The students were actively involved in teaching learning. Their responses were good. In this meeting, the students were more actives. The students were excited with the example of describing things given by the teacher. The students also looked attracted with the topics of “Lembah Hijau” that they were learned and used Think-Pair-Share (TPS) technique. They seemed enthusiastic to found their own ideas. Some students were noisy but active. It showed that the students had an interest to the materials. But, when the researcher divided them into groups, the students were very noisy. It took much time to get them in groups. The researcher decided to ask some students who did not understand in doing discussion with their partner about the text. The researcher re-explained how to doing discussion with their partner about the

information of the text. The next the students sharing the resulted of their discussion in whole class. After that, the researcher gave the conclusion of the resulted of discussion.

#### **4. Reflection**

The implementation of Think-Pair-Share (TPS) technique in first cycle was done. After implementing the Think-Pair-Share (TPS) technique, the researcher did reflection. Previously, researcher prented the condition of teaching and learning process of reading in the first cycle. In the first cycle, there was a problem found by researcher. The students who did not understand in doing discussion with their partner about the text. They were confused, because they do not bring dictionary, so they did not the meaning of vocabulary in the text. In order that, the students could discussed it with their partner. With pairs, the students could easily to found main idea, generic stucture and information of the text. Besides, the students were not ashamed to ask to the researcher about the difficulty they faced.

#### **C. The Implementation of Second Cycle**

The second cycle was done 20<sup>th</sup> of September 2019. the second cycle was arranged based on the weaknesses found in first cycle. At this cycle, the researcher did the same step as first cycle. The cycle comprised planning, action, observation and refelection. The researcher tried to modified based on the weaknesses found in first cycle. The students were asked to recite

the text using their own words to share with their friends in whole class to improve students' activities. The cycle described as follows:

### 1. Planning

For this cycle, the researcher prepared some steps for gaining the successful teaching learning they were:

- a. The researcher made lesson plan and selected material which the topic about trip.
- b. Think-Pair-Share (TPS) technique to improve students reading comprehension.
- c. Preparing materials of recount text.
- d. Preparing observation sheet and test instrument that is reading test.

### 2. Action

For action, the researcher did the same activity as first cycle, but had a with more in while-activity. The teaching learning was followed by 35 students and took time 2x40 minutes. The teacher and researcher prepared a lesson plan for two meetings at once.

#### 1). Third Meeting

The researcher and the teacher entered class of VIII C. The action of the second cycle was done on September, 19<sup>th</sup> 2018 at 07.15 am – 08.35 am. The steps at this cycle that was pre-activity, while-activity, and post-activity, the steps described as follows:

a. Pre-activity

The researcher started the lesson by greeting to the students and checked the attendance list. Then, The researcher reviewed the last lesson by asking the last topic. In addition, the researcher introduced the new topic about “Trip to Yogyakarta” to the students. Then asked the students what is trip, do you like a trip.

b. While-activity

For while-activity, the researcher still focused on improving the students’ reading comprehension by using Think-Pair-Share (TPS) technique.

The researcher given the text entitled “Trip to Yogyakarta”, and then the researcher asked the students to think about the content of the text. Next, the researcher asked the students to identify about the text and found information in the text. After that, the researcher asked the students to pair with their friend. The students discussed about the content of the text, and to found information of the text. Then, the researcher asked them to reading and reciting stages. The researcher gave five minutes to them for prepare themselves to sharing in front of the class. The students were asked to recite the text using their own words.

The last stage, review stage, the researcher asked them to review the text and gave last chance to ask anything related to the text.

c. Post-activity

In post activity, the researcher did reading test. The students were given answer sheet of reading test. At this stage, all students involved the task.

**2). Fourth Meeting**

In the second cycle, the researcher used the same technique in teaching reading using Think-Pair-Share (TPS) technique, but with different topic. The fourth meeting was done on September, 20<sup>th</sup> 2019 at 07.15 am – 08.35 am. The researcher came to class of VIII C with the English teacher. The steps at this cycle that was pre-activity, while-activity, and post-activity, the steps described as follows:

a. Pre-activity

As usual, the researcher opened her teaching learning process by greeting the students and checking students' attendance list. At the first time, the researcher did some flashback about the recount text materials which have been discussed in the previous meeting.

b. While-activity

The researcher made a review about recount text by guiding the students to answer her questions. After that, the researcher focused on topic that have been prepared by teacher and researcher. The topic was about "*Birthday party*". The

students looked active to hold on their own topic. The researcher asked the students to think about the content of the text. Next, the researcher asked the students to identify about the text and found information in the text. After that, the researcher asked the students to pair with their friend. The students discussed about the content of the text, and to found information of the text. Then, the researcher asked them to reading and reciting stages. The researcher gave five minutes to them for prepare themselves to sharing in front of the class. The students were asked to recite the text using their own words.

The last stage, review stage, the researcher asked them to review the text and gave last chance to ask anything related to the text.

#### d. Post-activity

In post activity, the researcher did reading test. The students were given answer sheet of reading test. At this stage, all students involved the task.

### 3. Observation

In this cycle, the observation was still the same as previous cycle. The observation overed discussed about what happened in the teaching process. The explanation was described as follows:

#### 1) Third Meeting

In this cycle, the observation was still the same as previous cycle. The observation overed discussed about all what happend in the



teaching proces. In this phase, when the teacher taught in the class, teacher observed the students' activities. In the cycle two, it was almost still the same as in the cycle one. The students were noisy when they was done the task. They still asked the researcher about the English Translation because they were not brought the dictionary. Besides that, they were still active to gave their idea about the topic an enthusiast to follow the learning process. They also were walking around in the class to ask their friend about the task. The students seemed that they were more interested to the pictures and text that already gave. They paid close attention to the teacher explanation when implementing Think-Pair-Share (TPS) technique and sometimes discussed with their friends beside them. The situation was conducive because there was no noisy outside the class so that the students could hear the clearly. To solve the weaknesses of cycle 1, the researcher gave some guideline about the connecting word. In fact, the students were enthusiastic in joining and responding the lesson during teaching learning process. They were also enthusiastic to do the exercises in group because in this meeting the researcher gave more variation in their exercises.

## 2) Fourth Meeting

The students were actively involved in teaching learning. Their responses were good. In this meeting, the students were more actives. The students were excited with the example of describing text given by

the teacher. The researcher asked the students to pair and discuss about the text. The researcher decided to ask some students who did not understand in doing discussion with their partner about the text. The researcher re-explained how to doing discussion with their partner about the information of the text. The next the students sharing the resulted of their discussion in whole class. After that, the researcher gave the conclusion of the resulted of discussion.

#### 4. Reflection

In this cycle, the researcher was still the same as previous cycle. The Reflection overed discussed about all what happened in learning process. Previously, researcher prented the condition of teaching and learning process of reading in the second cycle. In the second cycle, there was a problem found by researcher. The students who did not understand in doing discussion with their partner about the text. They were confused, because they do not bring dictionary, so they did not the meaning of vocabulary in the text. By implementing Think-Pair-Share (TPS) technique, the students were better to found information and main idea in recount text. They were able to differentiate the generic structure of recount text. The students could discussed it with their partner. With pairs, the students could easily to found main idea, generic stucture and information of the text. Besides, the students were not ashamed to ask to the researcher about the difficulty they faced.

#### D. The Implementation of Third Cycle

The third cycle was done 27<sup>th</sup> of September 2019. The third cycle was arranged based on the weaknesses found in second cycle. At this cycle, the researcher did the same step as second cycle. The cycle comprised planning, action, observation and reflection. The researcher tried to modified based on the weaknesses found in second cycle. The students were asked to recite the text using their own words to share with their friends in whole class to improve students' activities. The cycle described as follows:

##### 1. Planning

For this cycle, the researcher prepared some steps for gaining the successful teaching learning they were:

- a. The researcher made lesson plan and selected material which the topic about trip.
- b. Think-Pair-Share (TPS) technique to improve students reading comprehension.
- c. Preparing materials of recount text.
- d. Preparing observation sheet and test instrument that is reading test.

##### 2. Action

For action, the researcher did the same activity as first cycle, but had a with more in while-activity. The teaching learning was followed by 35 students and took time 2x40 minutes. The teacher and researcher prepared a lesson plan for two meetings at once.

### 1). Fifth Meeting

The researcher and the teacher entered class of VIII C. The action of the second cycle was done on September, 26<sup>th</sup> 2018 at 07.15 am – 08.35 am. The steps at this cycle that was pre-activity, while-activity, and post-activity, the steps described as follows:

#### a. Pre-activity

The researcher started the lesson by greeting to the students and checked the attendance list. Then, The researcher reviewed the last lesson by asking the last topic. In addition, the researcher introduced the new topic about “Trip to Bali” to the students. Then asked the students what is trip, do you like a trip.

#### b. While-activity

For while-activity, the researcher still focused on improving the students’ reading comprehension by using Think-Pair-Share (TPS) technique.

The researcher given the text entitled “Trip to Bali”, and then the researcher asked the students to think about the content of the text. Next, the researcher asked the students to identify about the text and found information in the text. After that, the researcher asked the students to pair with their friend. The students discussed about the content of the text, and to found information of the text. Then, the researcher asked them to reading and reciting stages. The researcher gave five minutes to them for prepare themselves to

sharing in front of the class. The students were asked to recite the text using their own words.

The last stage, review stage, the researcher asked them to review the text and gave last chance to ask anything related to the text.

c. Post-activity

In post activity, the researcher did reading test. The students were given answer sheet of reading test. At this stage, all students involved the task.

**2). Sixth Meeting**

In the Third cycle, the researcher used the same technique in teaching reading using Think-Pair-Share (TPS) technique, but with different topic. The fourth meeting was done on September, 27<sup>th</sup> 2019 at 07.15 am – 08.35 am. The researcher came to class of VIII C with the English teacher. The steps at this cycle that was pre-activity, while-activity, and post-activity, the steps described as follows:

a. Pre-activity

As usual, the researcher opened her teaching learning process by greeting the students and checking students' attendance list. At the first time, the researcher did some flashback about the recount text materials which have been discussed in the previous meeting.

b. While-activity

The researcher made a review about recount text by guiding the students to answer her questions. After that, the researcher focused on topic that have been prepared by teacher and researcher. The topic was about "*Birthday party*". The students looked active to hold on their own topic. The researcher asked the students to think about the content of the text. Next, the researcher asked the students to identify about the text and found information in the text. After that, the researcher asked the students to pair with their friend. The students discussed about the content of the text, and to found information of the text. Then, the researcher asked them to reading and reciting stages. The researcher gave five minutes to them for prepare themselves to sharing in front of the class. The students were asked to recite the text using their own words.

The last stage, review stage, the researcher asked them to review the text and gave last chance to ask anything related to the text.

c. Post-activity

In post activity, the researcher did reading test. The students were given answer sheet of reading test. At this stage, all students involved the task.

### 3. Observation

In this cycle, the observation was still the same as previous cycle. The observation overed discussed about what happened in the teaching process. The explanation was described as follows:

#### 1). Fifth Meeting

In this cycle, the observation was still the same as previous cycle. The observation overed discussed about all what happend in the teaching proces. In this phase, when the teacher taught in the class, teacher observed the students' activities. In the cycle three, it was almost still the same as in the cycle two. The students were noisy when they was done the task. They still asked the researcher about the English Translation because they were not brought the dictionary. Besides that, they were still active to gave their idea about the topic an enthusiast to follow the learning process.

The students also were walking around in the class to ask their friend about the task. The students seemed that they were more interested to the pictures and text that already gave. They paid close attention to the teacher explanation when implementing Think-Pair-Share (TPS) technique and sometimes discussed with their friends beside them. The situation was conducive because there was no noisy outside the class so that the students could hear the clearly. To solve the weaknesses of cycle II. In fact, the students were enthusiastic in joining and responding the lesson during teaching learning process. They were



also enthusiastic to do the exercises in group because in this meeting the researcher gave more variation in their exercises.

## 2). Sixth Meeting

The students were actively involved in teaching learning. Their responses were good. In this meeting, the students were more active. The students were excited with the example of describing text given by the teacher. The researcher asked the students to pair and discuss about the text. The researcher decided to ask some students who did not understand in doing discussion with their partner about the text. The researcher re-explained how to do discussion with their partner about the information of the text. The next the students sharing the result of their discussion in whole class. After that, the researcher gave the conclusion of the result of discussion.

## 4. Reflection

In this cycle, the reflection was still the same as previous cycle. The reflection over discussed about all what happened in the learning process.

The researcher and the English teacher felt satisfied in as much their made efforts to improve the students' reading skill in recount text had been realized. The students could understand how to find the information of the text, generic structure of the text, and they confident to share with their friend in whole class. The students' motivation in learning English especially in reading was improved.

The students looked enthusiastic when they were asked to read and answer the question that given by the teacher.

After achieving the target research the researcher and the teacher decide to stop the Collaborative Action Research because it had already succeed. Therefore, the researcher and the real teacher did not have to revise the plan.

According to the result of evaluating between the researcher and teacher, it could be conclude that, the implementation of Collaborative action research by using Think-Pair-Share (TPS) technique to improve students' reading skill in recount texts was appropriate with the planning that had been discussed by the researcher and the real teacher or collaborator previously. In this case, each section was planned as good as possible in order to the reading activities could accomplished well.

## **E. After Implementing The Action**

### **1. Result of students score**

According to the ministry of education standard, the indication of successful teaching learning process is that if at least 80% of students' score are 75 or more.<sup>1</sup> If this indicator has already fulfilled, it means that the implementation of Think-Pair-Share (TPS) technique was being applicable in improving the students' reading skill. In analysing the students' learning product using Think-Pair-Share (TPS) technique

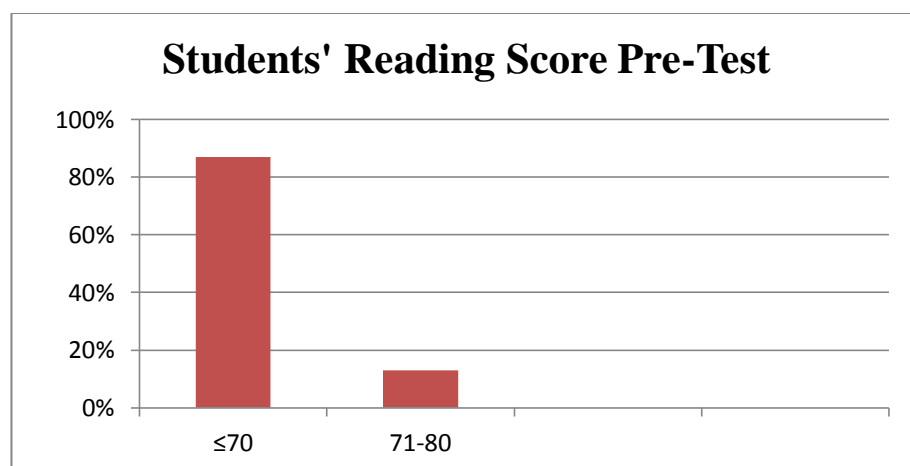
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<sup>1</sup> Suharsimi, Arikunto, *Op.cit*, p.149

in cycle 1, researcher compared the students' score in Pre-test and students' score in Post-Test 1 after implementing Think-Pair-Share (TPS) technique. Then, in cycle 2 researcher compared the students' score in post-test 2 and students' score in post-test 3 after implementing Think-Pair-Share (TPS) technique. Then, in cycle 3 researcher compared the students' score in post-test 4 and students' score in post-test 5 after implementing Think-Pair-Share (TPS) technique. The learning product's indicator of success has been written in the third chapter that was 80% of students achieved score  $>70$ , in reading test that means teaching by Think-Pair-Share (TPS) technique improved students' reading skill.

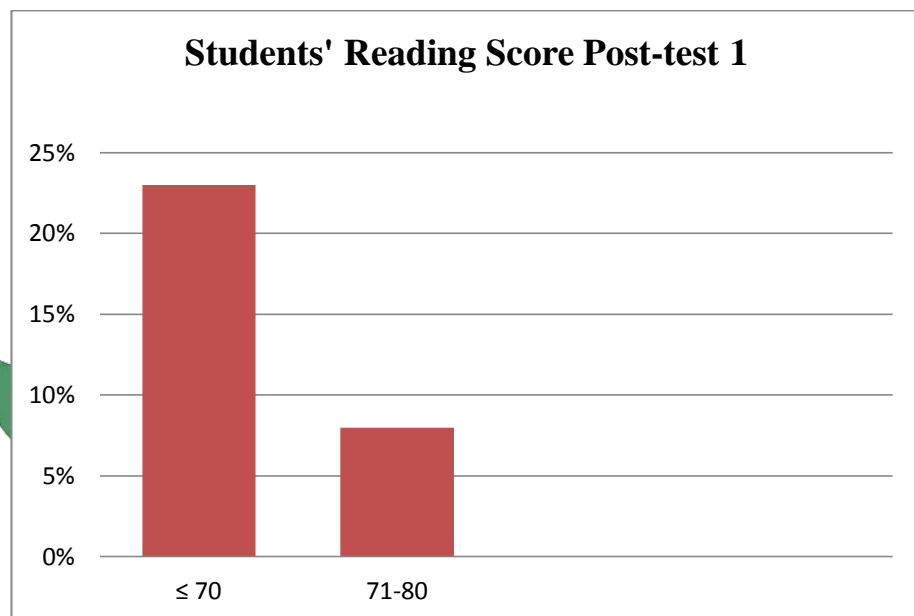
**Table 5.1**  
**Frequency of students' Achievement for Reading Pre-Test**

No	Score	Frequency	Percentage
1.	$\leq 70$	27	87%
2.	71-80	4	13%
3.	81-89	0	0%
4.	$\geq 89$	0	0%
Total		31	100%



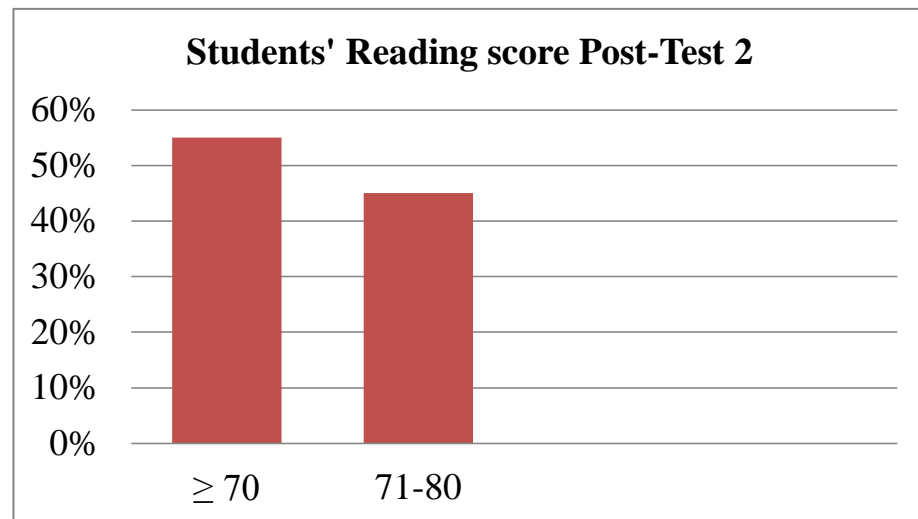
**Table 5.2**  
**Frequency of students' Achievement for Reading Post-Test 1**

No	Score	Frequency	Percentage
1.	$\leq 70$	23	74%
2.	71-80	8	26%
3.	81-89	0	0%
4.	$\geq 89$	0	0%
Total		31	100%



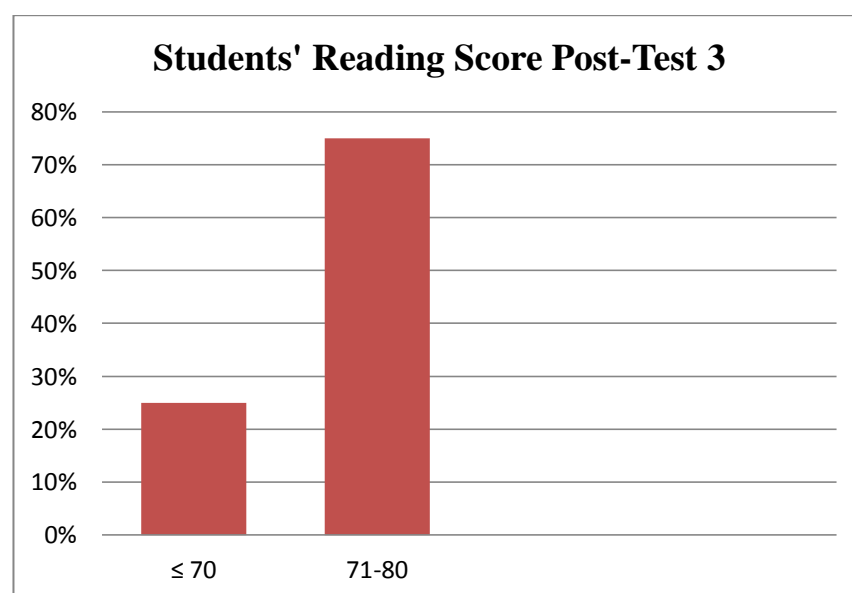
**Table 5.3**  
**Frequency of students' Achievement for Reading Post-Test 2**

No	Score	Frequency	Percentage
1.	$\leq 70$	17	55%
2.	71-80	14	45%
3.	81-89	0	0%
4.	$\geq 89$	0	0%
Total		31	100%



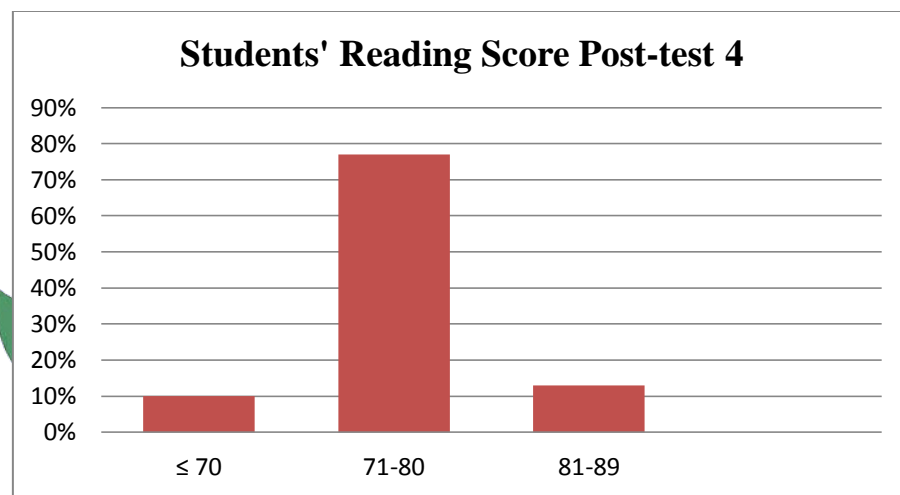
**Table 5.4**  
**Frequency of students' Achievement for Reading Post-Test 3**

No	Score	Frequency	Percentage
1.	$\leq 70$	8	25%
2.	71-80	23	75%
3.	81-89	0	0%
4.	$\geq 89$	0	0%
Total		31	100%



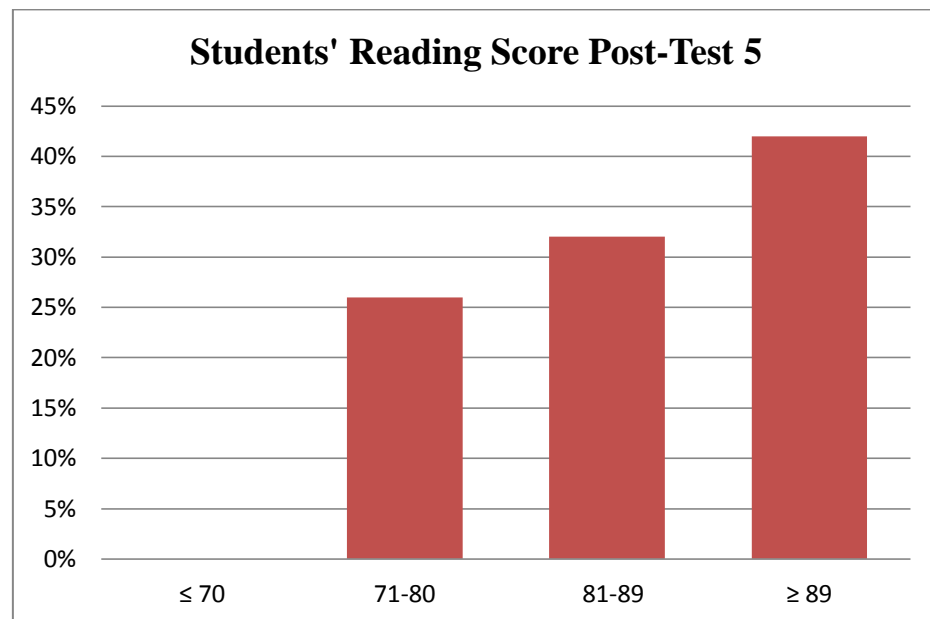
**Table 5.5**  
**Frequency of students' Achievement for Reading Post-Test 4**

No	Score	Frequency	Percentage
1.	$\leq 70$	3	10%
2.	71-80	24	77%
3.	81-89	4	13%
4.	$\geq 89$	0	0%
Total		31	100%



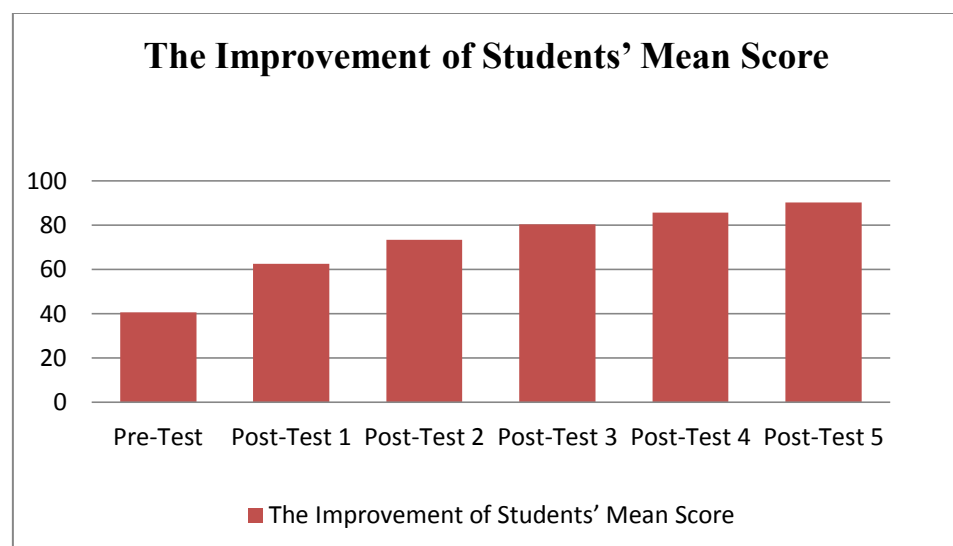
**Table 5.6**  
**Frequency of students' Achievement for Reading Post-Test 5**

No	Score	Frequency	Percentage
1.	$\leq 70$	0	0%
2.	71-80	8	26%
3.	81-89	10	32%
4.	$\geq 89$	13	42%
Total		31	100%



**Table.5.7**  
**The Improvement of Students' Mean Score**

Sub cycle	Cycle 1		Cycle 2		Cycle 3	
Kind of Test	Pre-test	Post-Test 1	Post-test 2	Post-test 3	Post-test 4	Post-test 5
Mean students of	45,5	62,5	73,3	80,4	85,7	90,2
Increasing students of	-	17	10,8	7,1	5,3	4,5





## F. Discussion

In this research, the implementation of three steps really helped the students in improving their ability, the Think-Pair-Share (TPS) technique gave contribution in students' reading proved that the teaching learning became more interesting. With arranging presentation, students provided good respond toward the lesson. Reading always comes along with comprehension. Patel and Jain state that reading is not only a source of information and a pleasure activity, but as a means of consolidating and extending one's knowledge of the language.<sup>2</sup> By reading students can understand what the writer means enhance their knowledge. It can communicate with other people through written, because reading is an interactive process between language and mind. Harmer states that reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean.<sup>3</sup>

Based on the interview, students' are lack of motivation in reading comprehension. It happened because teacher technique in reading comprehension is not interesting. The students just sit and listen about the explanation of the teacher. It makes the students felt bored. The condition of classroom was not conducive, because the students felt bored in the learning process. And then, the students did not pay attention when the teacher was presenting material in the classroom. It is difficult for students to improve their reading comprehension.

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<sup>2</sup> M. Patel and Praveen M.Jain, *English Language Teaching*, (Jaipur:Sunrise,2008).p.114

<sup>3</sup> Jeremy Harmer, *How to Teach English An introduction to the Practice of English Language Teaching*, (New York: Longman,2001) p.70

Based on the problems above, the researcher believed that Think-Pair-Share technique was a good technique in conducting reading activity. With conducting a classroom action research that implements Think-Pair-Share (TPS) technique, it is expected that the teacher was able to improve the students' reading skill. According to Kagan that think pair share is a very powerful frame for sequencing three structures technique that has created by Lyman.<sup>4</sup> It provides students with opportunity to think a few minutes carefully, discuss with the pair and talk about what they learned to the whole of the class. This technique is best to use after introducing students to a new topic. Think pair share allows the teacher to check the students' level of understanding before moving deeper into the subject matter. It also gives students an opportunity to apply what they are learning, thus making your content more meaningful. Finally think pair share provides a safe opportunity for students to make mistakes or answer incorrectly without being penalized by losing points because they did not recognize knowledge gaps in their learning.<sup>5</sup>

The researcher revealed that Think-Pair-Share (TPS) technique successes in improving the students' reading skill in recount text. Based on the result's observation which is aimed to improve the students' reading skill by using Think-Pair-Share (TPS) technique, the researcher concluded that teaching reading by using Think-Pair-Share (TPS) technique can improve students' reading skill. Practically, the used of Think-Pair-Share (TPS) technique was effective to teach reading. The situation in the classroom was good, because in learning process the

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<sup>4</sup> Spencer Kagan, *Cooperative Learning* (San Clamente: Kagan Publising, 2009), p.148

<sup>5</sup> Adam Barragato, *Think Pair Share and Variations, An Effective Implementation Guide for Active Learning and Assesment* (Faculty Center for Innovative Teaching, Central Michigan University, 2015), p.2

students were active in discussed of recount text. They can found the main idea and generic structure of the text, and they were felt confident to present the result their discussion in whole class. After that, the students can found the main idea and the content of the text. With the students can understood the text, so they can answer the questions by the teacher.

From this explanation above, the researcher and the teacher decided to stop the research, because the implementation of using Think-Pair-Share (TPS) technique was running well.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on analysis and interpretation in the previous chapter, it can be concluded that the process of the students' reading skill in recount text by using Think-Pair-Share technique for eight grade of SMP N 1 Metro Kibang improved. Based on the research finding in previous research above, the researcher concludes that teaching reading by using Think-Pair-Share technique can improve students' reading skill. They enjoy learning recount text, the students' had good motivation in reading, and the reading score of the students' were very good. It could be seen from the process of improving students' reading in every cycle and could be seen from the increase students' mean score among preliminary research, first cycle, second cycle, and third cycle in chapter four. There were improvements in each cycle it can be seen from students' mean score in every cycle.

#### B. Suggestion

Based on the research result, the researcher gives some suggestion as follow:

##### 1. For theTeacher

- a. Considering the technique, the researcher suggests the English teacher can apply Think-Pair-Share (TPS) technique as one of the

ways in teaching reading comprehension of analytical text, because it can help the students in comprehending the text easier.

- b. To improve the students independency, the researcher suggests the teacher will let the students to work in groups since group work can provide learners with an opportunity to learn from each other in an active and involved way. In addition, it takes the control away from the teacher and gives it to the learners temporarily.
- c. To improve students' reading comprehension, the researcher suggests the teacher more creative in teaching the students' in order to maximize teaching learning process and does not make the students to be bored.

## 2. For the Researcher

In this research, the researcher used Think-Pair-Share (TPS) technique to help students of Junior High School, especially in recount text. Further researcher may conduct this technique on different level of students, for example in Senior High School. The researcher can apply other kinds of texts, for example analytical exposition text, hortatory exposition text, ect.